KA LEI HAʻAHEO

Beginning Hawaiian

Alberta Pualani Hopkins

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Alberta Pualani Hopkins

With illustrations by
Anna Stone Asquith

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Acknowledgments

This book is the culmination of thirty years of studying Hawaiian that started in Samuel Elbert's class at the University of Hawaii at Mānoa in 1958. He and the late Dorothy Kahananui were my language professors, and I owe much to both of them. Professor Kahananui guided me through the advanced-level class and invited me to be the junior author of *E Kama‘ilio Hawai‘i Kākou,* the college-level textbook that served a generation of students. Professor Elbert gave me my first chance to teach under his tutelage in 1960, and he is still providing support to his perpetual student. His detailed examination of this text and the many useful suggestions he offered were an unexpected and invaluable gift.

The Ikaika family, whose relationships and lives are explored in the dialogs in Lessons 8 through 24, is modeled on my own, and I thank my five older brothers and sisters and their spouses for the love and support they have always showered on their *pōki‘i.* I thank them for permission to use our family photograph in Lesson 8, and I apologize for any liberties I have taken with actual ages, events, and personalities; in many instances, reality has taken a back seat to the demands of vocabulary, grammar, and drama!

It is futile to try to acknowledge individually all the students and colleagues who have had a part in shaping this work. The credit for what is clear and usable in this book goes to them for challenging me both in and out of the classroom; the responsibility for any errors, inconsistencies, and obscurity is solely mine.

Finally, I thank my sons, Jimmy and Sau, and my husband Charlie for their patience and support. For all the letters and questions that went unanswered, the cakes that never got baked, the days when my body was with you but my brain was lost in syntax, I offer this book in partial payment. In writing it I hope I have helped to perpetuate *ka ‘ōlelo makuahine* for you and our descendants.

To the Student

Learning a language is like making a *lei wili.* You choose your flowers and greens with care, arrange them in patterns pleasing to the eye, and bind them together with twine that becomes an integral part of the *lei.*

So it is with learning Hawaiian; you will choose your words and phrases carefully and arrange them according to grammatical patterns that will make them meaningful to the ear, and bind the whole with a new understanding of the rich culture that is inseparable from the language.

When you are done you will have a *lei haʻaheo*—a *lei* to wear and cherish with pride.

This book, too, is a *lei* I have woven for you in fond remembrance, *haliʻa aloha,* of the many *lei* of knowledge I have received from my own teachers and students. Over the years they have inspired and challenged me to strive for a better understanding of Hawaiian so that I can share it more readily with all who care. I thank them all.

I hope my *lei* sits lightly on your shoulders, and that you wear it in health and joy.

E lei i ka lei haʻaheo o Hawaiʻi.

Wear the cherished lei of Hawaiʻi.

To the Teacher

The material in each lesson in this book has been arranged in logical sequence for a student who is reviewing after classroom work, or for someone who is attempting to teach himself or herself. **It is NOT intended that the material should be taught in the order in which it is presented in each lesson.** Instead, you should consult the separate *Teacher's Guide and Answer Key* that is the companion volume to this text. In it you will find a suggested lesson plan with options to meet varying needs.

The increasing demand for Hawaiian language teachers at all levels of our education system means that some teachers who have many other subjects and duties will be called upon to teach Hawaiian too. It is my hope that this text and the teacher's guide and answer key will relieve them of much of the burden of preparation and uncertainty that besets most of us at some point in our teaching careers. I have tried to write it so that it can be used in high school as well as college and community classes.

Wherever possible I have explained distinctive features of the language in the context of Hawaiian culture, rather than as deviations from the English speaker's norms. For example, *kēia, kēnā,* and *kēlā* are explained in terms of a Hawaiian view of space and respect for others' territory and not as some peculiar quirk of the language. The text also contains notes about aspects of Hawaiian values and culture that are reflected in the dialogs.

Finally, I leave this note of encouragement for those who are teaching Hawaiian for the first time. Most of us already in the field began teaching Hawaiian feeling very uncertain of our own knowledge of the language and our ability to pass it on to others. Those of us who have persevered have learned that an honest recognition and admission of our limitations is a big help. Students are willing to work with a teacher who can answer a question with "I don't know; let's find out," and your joint explorations will enrich your own understanding and teaching. For myself, I know that my students have taught me as much as my teachers, and I hope that you will be as fortunate.

ʻAʻa i ka hula; waiho i ka hilahila i ka hale.

Dare to dance; leave embarrassment at home.

1

HA'AWINA 'EKAHI

Orthography and Pronunciation

I. ORTHOGRAPHY

The orthography used in this book follows the guidelines advocated by the ʻAhahui ʻŌlelo Hawaiʻi in Hawkins and Wilson, 1978, "Recommendations and Comments on the ʻAhahui ʻŌlelo Hawaiʻi 1978 Spelling Project." For a discussion of the principal differences between this orthography and the spelling in Pukui and Elbert, *Hawaiian Dictionary* (1986), please see pp. ix–x of the dictionary.

II. PRONUNCIATION AND SPELLING

1. Hawaiian has five vowels, a e i o u, and eight consonants, h k l m n p w ʻ *(ʻokina).*

2. The *ʻokina* (glottal stop) is a "real" consonant sound like all the others. You should learn to write it wherever you see it because leaving it out is like omitting a *k* or a *p* or any other letter, and the word will be misspelled. In English this sound occurs as the break between the two "oh's" in "Oh-oh, here comes the boss!"

3. All vowels have a long and short form. The sound does not change; only the length is different. The length marker, which goes above the vowel, ā ē ī ō ū, is called a *kahakō* or *mekona* (macron). Learn to say it and write it whenever it occurs because omitting it changes the pronunciation and often the meaning of the word.

4. Two other sounds occur in Hawaiian that do not change the meaning of words and are not written as part of the word. These sounds are the *"w"* and *"y"* glides that are automatically produced between certain vowel combinations. The *"w"* happens when moving from a back vowel to a front vowel (e.g., *Maui, auē*). The *"y"* happens when going from a front vowel to a back vowel (e.g., *ia, eo*).

5. Hawaiian words contain only two kinds of syllables: V (vowel) or CV (consonant + vowel) and combinations of these two syllables such as VVV, CVCV, VCV, CVVV, and so on. Hawaiian words never have two consonants together, and they never end with a consonant. Remember that the *‘okina* is a consonant, so it can NEVER go next to another consonant or at the end of a word.

6. With words of fewer than four syllables, the stress is on the second to the last (penultimate) syllable. Any syllable with a *kahakō* is also stressed. Stress in words of four or more syllables varies from word to word (see Pukui and Elbert, *Hawaiian Dictionary,* 1986, p. xviii).

7. In colloquial speech, several changes in pronunciation occur regularly. Some common examples are as follows:

loa‘a → lo‘a
pua‘a → pu‘a
ikaika → ikeika
i laila → i leila

These forms do not occur in singing or in educated writing. Beginning students should learn standard pronunciation, but be aware that these other forms are used, particularly by native speakers.

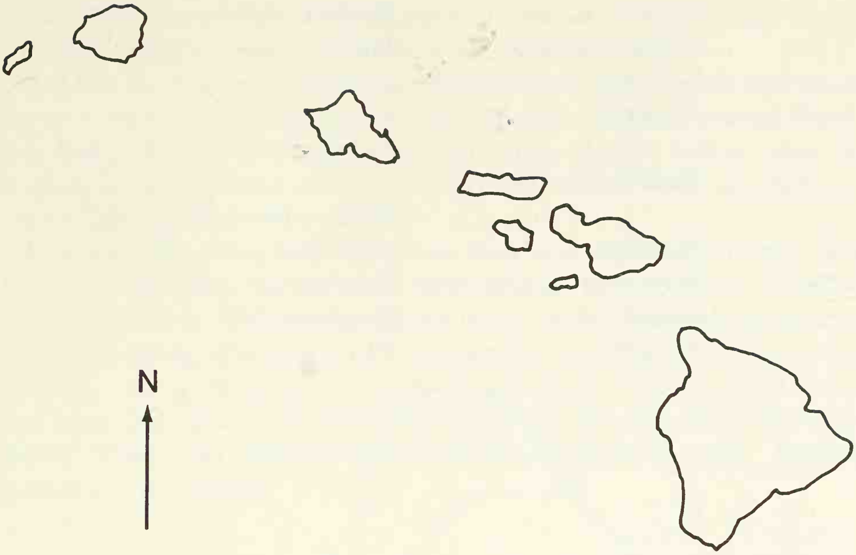
8. For more information about pronunciation, see Pukui and Elbert, *Hawaiian Dictionary,* 1986, pp. xvii–xviii, and Silva and Kamana, *The Hawaiian Language, Its Spelling and Pronunciation.*

III. NĀ INOA ‘ĀINA—PLACE NAMES

1. A good way to practice pronouncing and writing Hawaiian words is by learning to say and to write the names of the islands and some often-used place names. Your teacher will help you say them and locate them on the maps. When you write them, be sure to include all the glottal stops *(‘okina)* and macrons *(kahakō).*

2. *Ka Pae ‘Āina*—The Archipelago

The names of the eight major islands in order of physical size are Hawai‘i, Maui, O‘ahu, Kaua‘i, Moloka‘i, Lāna‘i, Ni‘ihau, Kaho‘olawe.



3. *Nā Moku o Oʻahu*—The Districts of Oʻahu

The Hawaiians divided each island into districts. Here are the seven *moku* of Oʻahu according to Sterling and Summers, *Sites of Oʻahu,* 1962, and some of the well-known places in them:

Honolulu
Moanalua
Kapālama
Nuʻuanu
Mānoa
Mōʻiliʻili
Waikīkī
Waʻahila
Pālolo
Kaimukī
Lēʻahi
Waiʻalae
ʻĀina Haina
Kuliʻouʻou
Maunalua

Koʻolau Poko
Waimānalo
Kailua
Kāneʻohe
Mōkapu
Heʻeia
Haʻikū
ʻĀhuimanu
Kahaluʻu
Waiāhole
Waikāne
Hakipuʻu
Mokoliʻi (Kualoa)

Koʻolau Loa
Kaʻaʻawa
Kahana
Punaluʻu
Kaluanui
Hauʻula

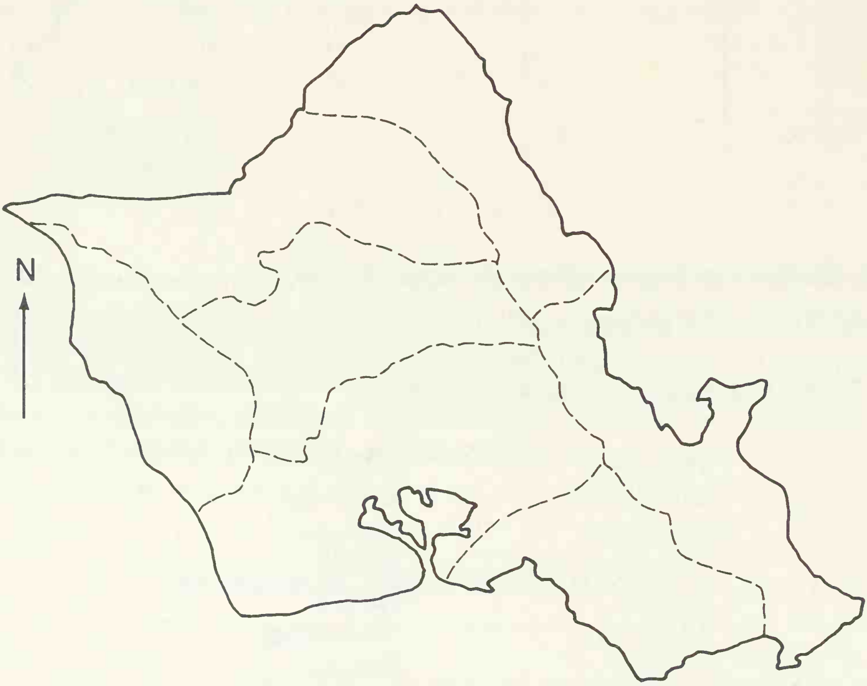
Lā‘ie
Mālaekahana
Kahuku
Pūpūkea

Wahiawā

Waialua
Hale‘iwa
Mokulē‘ia
Ka‘ena

Wai‘anae
Mākua
Mākaha
Mā‘ili
Nānākuli

‘Ewa
‘Aiea
Hālawa
Waipi‘o
Pu‘uloa



IV. EXERCISES

A. Look up ten Hawaiian place names, including streets, that you often use or hear. Learn the correct spelling, pronunciation, and meaning, if one is known.

B. Listen to the radio and watch the news or commercials on television for one week, and make a list of all the Hawaiian words you hear mispronounced.

C. Locate one place of interest with a Hawaiian name on each island. Learn the correct spelling, pronunciation, and meaning.

D. Where are the following located: University of Hawaii main campus, Windward Community College, the Honolulu Zoo?

E. Give the Hawaiian names for the following places on O‘ahu: Pearl Harbor, Punchbowl, Chinaman's Hat, Temple Valley, Diamond Head, Salt Lake, St. Louis Heights, Sacred Falls, Rabbit Island. Are the English names translations of the Hawaiian names? Can you find stories explaining these place names?

F. Hawaiians often refer to places they love by using phrases that describe something special about those places, or that name a famous chief of that area. This kind of phrase is an epithet. Sometimes epithets can be insulting, describing an unacceptable characteristic of the area's residents. Here are some examples of each kind: *Hilo Hanakahi i ka ua kani lehua* ‘Hilo [land of] chief Hanakahi and the rain lehua blossoms drink'; *O‘ahu maka ‘ewa‘ewa* ‘O‘ahu [land of] unfriendly eyes'. Find an epithet for each island.

V. REFERENCES

The following references will be useful in doing the exercises; see the Bibliography for complete citations.

Department of Geography, University of Hawaii, 1983, *Atlas of Hawaii,* 2d ed.
Henry P. Judd, 1930, *Hawaiian Proverbs and Riddles.*
Mary K. Pukui and Samuel H. Elbert, 1986, *Hawaiian Dictionary.*
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Mary K. Pukui, Samuel H. Elbert, and Esther T. Mookini, 1974, *Place Names of Hawaii.*
Kalena Silva and Kauanoe Kamana, *The Hawaiian Language, Its Spelling and Pronunciation.*
Elspeth P. Sterling and Catherine C. Summers, 1962, *Sites of Oahu.*

2

HA‘AWINA ‘ELUA

Class-Inclusion Sentences

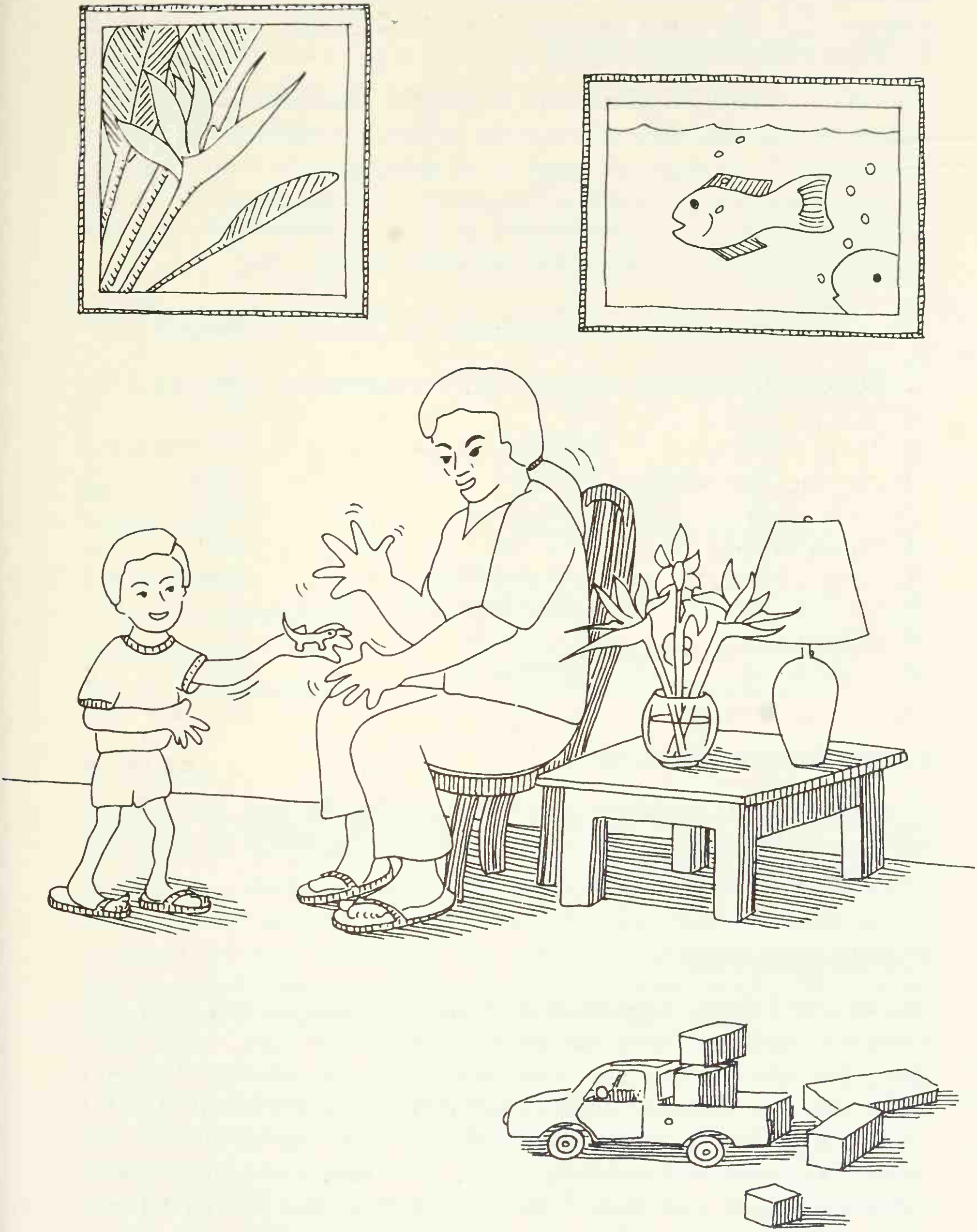
I. BASIC SENTENCES

1.	He aha kēia?	1.	What's this?
2.	He pua kēnā.	2.	That (near) is a flower.
3.	He pua nani kēnā.	3.	That (near) is a pretty flower.
4.	He mau pua nani kēnā.	4.	Those (near) are pretty flowers.
5.	He mo‘o kēlā?	5.	Is that (distant) a gecko?
6.	‘Ae, he mo‘o nui kēlā.	6.	Yes, that (distant) is a big gecko.
7.	He wahine akamai ‘oe?	7.	Are you an intelligent woman?
8.	‘Ae, he wahine akamai loa au.	8.	Yes, I'm a very intelligent woman.
9.	E Kalae, he kāne kolohe ‘oe?	9.	Kalae, are you a rascal guy?
10.	‘A‘ole, he kanaka pono au.	10.	No, I'm a righteous person.

II. EXPLANATIONS

1. Patterns

You will see the word *pattern* throughout the explanations in this book. It should always alert you to pay special attention to what follows. Many people in Hawai‘i know many Hawaiian words but still can't speak or understand the language, because they don't know the *patterns* that are used to put the words into sentences. This book will teach you the *basic patterns* you need to learn Hawaiian; once you learn these, you can increase your vocabulary and learn variations on the patterns because Hawaiian, like any language, has more than one way to say something. That's something to remember when you try to speak Hawaiian to



native speakers: being different is not the same as being wrong. Don't be discouraged if your kupuna (older relative) speaks differently than you do, and DON'T TELL HER SHE'S WRONG.

2. Class-Inclusion Sentences

The major pattern in this lesson is called a class-inclusion sentence because it tells what class of things the subject belongs to. (The subject in sentences 1–10 is the last word in the sentence.) Unlike the equivalent English sentence, this Hawaiian pattern does not contain a verb. It is very much like the pidgin English sentences such as: What dat? Dis one flower; You one rascal kid; Me one smart wahine.

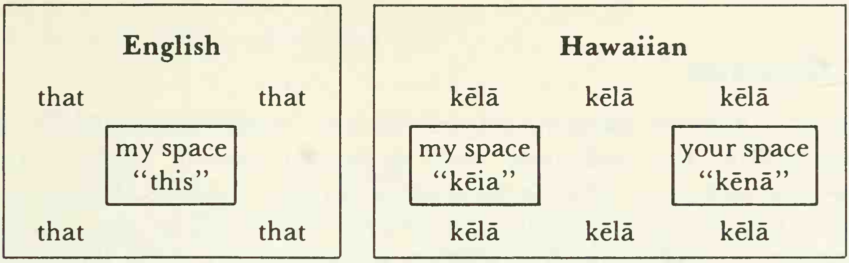
	He	**+**	**Noun Phrase**	**+**	**Subject**
1.	He		aha		kēia?
2.	He		pua		kēnā.
3.	He		pua nani		kēnā.
4.	He	mau	pua nani		kēnā.
5.	He		moʻo		kēlā?
6.	ʻAe, he		moʻo nui		kēlā.
7.	He		wahine akamai		ʻoe?
8.	ʻAe, he		wahine akamai loa		au.
9.	E Kalae, he		kāne kolohe		ʻoe?
10.	ʻAʻole, he		kanaka pono		au.

3. Modifiers and Adverbs

In noun phrases, modifiers (describing words, like *nani, nui, akamai, kolohe, pono*) follow the noun, and adverbs (like *loa*) follow the modifier. This is the reverse of English word order.

4. *Kēia, kēnā, kēlā*

Speakers of English unconsciously divide the space around them into two areas: the space within our physical reach is our "this" space; anything that falls outside is our "that" space. Hawaiian divides the world differently. Like English, anything within the speaker's reach is labeled "this," *kēia.* But Hawaiian also recognizes that the person we are addressing has an area within his reach, so we have a word that means, "that which is in your space," *kēnā.* For the area that falls outside the space of the speaker and also outside the space of the addressee, we have a third word that means "that which is on neutral ground," *kēlā.* This is your first encounter in Hawaiian with something that is very different from English. In learning a second language, it is important to recognize that each language has its own reality directly based on the culture that it expresses; in other words, Hawaiian is not just another code for English, but a way of expressing Hawaiian ideas and values and a Hawaiian view of the way the world is organized and works.



With questions and answers, the following combinations go together:

Question	**Answer**
He aha **kēia?** What's this?	He pua **kēnā.** That (near you) is a flower.
He aha **kēnā?** What's that (near you)?	He lei **kēia.** This is a lei.
He aha **kēlā?** What's that (distant)?	He moʻo **kēlā.** That (distant) is a gecko.

5. Plurals

One way to make plurals in Hawaiian is to put *mau* in front of the noun that is plural, as in sentence 4. The only difference between sentences 3 and 4 is *mau;* notice that there are three changes in the English equivalent. In some ways, Hawaiian is simpler than English! A few nouns lengthen the third vowel from the end when used with *mau* and other plural markers, but not with numbers. These words almost always refer to people, and they will be shown in the vocabulary lists.

he kanaka	a person
he mau kānaka	people, persons
ʻelua kanaka	two people

he wahine	a woman
he mau wāhine	women
ʻelua wahine	two women

6. Vocatives

When you address someone by name in Hawaiian, you always put *e* before the name (see sentence 9). We do this in pidgin English, as in “Eh, Jack, try come.” Most of us think this is just sloppy pronunciation of the English “hey,” but it is probably a direct borrowing from Hawaiian.

7. Questions

To ask a question using the pattern you have learned in this lesson, all you need to do is make your voice go up and down in the Hawaiian question inflection, which is the same as in pidgin English. If you don’t speak that dialect of English, your teacher will model for you. Unlike English, the word order for questions and statements of this kind stays the same in Hawaiian.

III. EXERCISES

A. Noun Phrases

Translate into Hawaiian.

1. a smart person
2. a big dog
3. a handsome man
4. a pretty flower
5. a righteous woman

B. Class-Inclusion Sentences

Translate into Hawaiian.

1. Lani, what’s that (distant)?
2. That (distant) is a gecko.
3. Is that (near) a dog?
4. No, this a big cat.
5. These are very beautiful flowers.
6. You are a very beautiful woman.
7. This is a smart person.
8. Is that (distant) a righteous man?
9. Yes, that (distant) is a very righteous man.
10. Waiwai, that (near) is a big car.

C. Class-Inclusion Sentences

Translate into English.

1. He pōpoki nani kēnā.
2. He wahine kolohe loa ‘oe.
3. E Nanea, he ka‘a nui kēnā.
4. He kanaka pono au.
5. E Kalei, he kāne akamai loa ‘oe?

D. Fill in the Blanks

1. He aha __________? He lei kēia.
2. He popoki kēnā? ‘A‘ole, he ‘īlio __________.
3. He wahine pono __________? ‘Ae, he wahine pono au.
4. He mo‘o nui kēlā? ‘Ae, he mo‘o nui loa __________.
5. He aha __________? He pōhaku kēlā.

E.

Start practicing this pattern outside of class. Talk to yourself, identifying all the things for which you know the Hawaiian words. Even if you don't know the Hawaiian, you can practice the *pattern,* using the English word in the right space, like this, *"He ka‘a* awesome *kēlā!; he* mango *nui kēia."*

IV. VOCABULARY

‘ae—yes
aha—what (only in questions)
akamai—smart
‘a‘ole—no
au—I
e—vocative marker
‘ekahi—one (only in counting)
‘elua—two
ha‘awina—lesson, assignment, homework
he—a, an
‘īlio—dog
ka‘a—car
kanaka—person, guy (sing. refers to males only)
kānaka—persons, guys (pl. refers to either sex)
kāne—man
kēia—this
kēlā—that (distant)
kēnā—that (near addressee, listener)
kolohe—rascal, mischievous
loa—very
mau—plural marker
mo‘o—gecko, lizard
nani—pretty
noho—chair; to sit, to live (i.e., to dwell), to stay
nui—big, large, great

‘oe—you (sing.)
pōhaku—rock, stone
pono—righteous, proper, correct
pōpoki—cat
pua—flower
u‘i—beautiful, handsome (people)
wahine, wāhine (pl.)—woman, wife, girlfriend

3

HA‘AWINA ‘EKOLU

Equational Sentences

I. BASIC SENTENCES

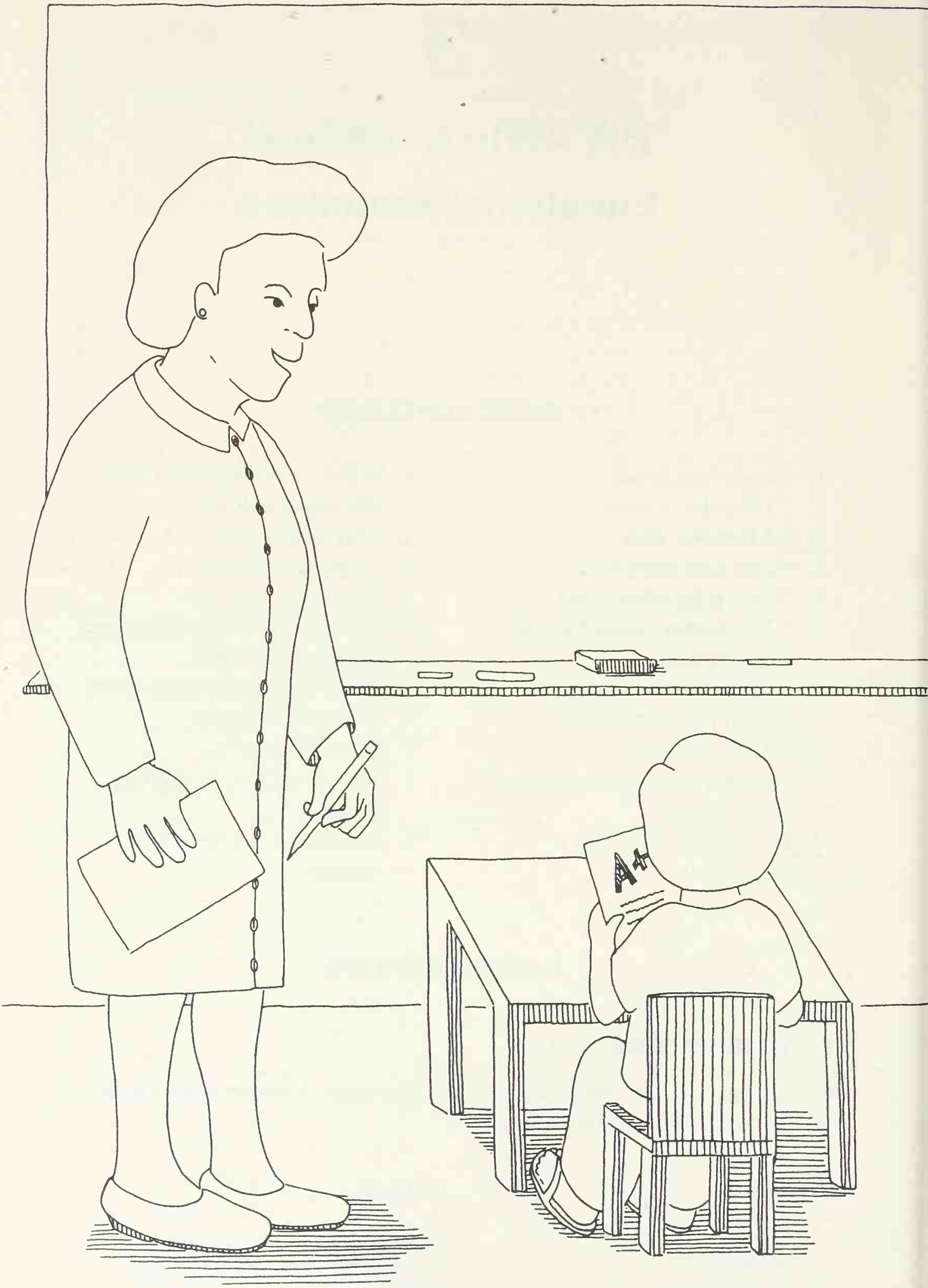
1. ‘O wai kou inoa?	1. What (who) is your name?
2. ‘O Pua ko‘u inoa.	2. My name is Pua.
3. ‘O Kahiwa kēia.	3. This is Kahiwa.
4. ‘O ka hale kula kēlā.	4. That is the school.
5. ‘O ko‘u ka‘a hou kēia.	5. This is my new car.
6. ‘O ke kumu ‘ōlelo Hawai‘i kēia kanaka.	6. This person is the Hawaiian language teacher.
7. ‘O kēia kaikamahine ka haumana akamai loa.	7. The really smart (smartest) student is this girl.
8. ‘O au ke kumu.	8. I am the teacher.
9. He haumana akamai ke keiki kāne kolohe.	9. The rascal boy is a smart student.
10. He wahine ‘olu‘olu ‘o Momilani.	10. Momilani is a pleasant woman.

II. EXPLANATIONS

1. Equational Sentences

Sentences 1–8 are called equational sentences because they consist of two parts that equal each other.

Predicate	**Subject**
1. ‘O wai	kou inoa?
2. ‘O Pua	ko‘u inoa.
3. ‘O Kahiwa	kēia.


A+

4. ‘O ka hale kula kēlā.
5. ‘O ko‘u ka‘a hou kēia.
6. ‘O ke kumu ‘ōlelo Hawai‘i kēia kanaka.
7. ‘O kēia kaikamahine ka haumana akamai loa.
8. ‘O au ke kumu.

These verbless sentences are similar to the class-inclusion sentences you learned in Ha‘awina 2, but they are more specific:

Class-inclusion: He ka‘a kēia.
This is a car.

Equational: ‘O ko‘u ka‘a kēia.
This is my car.

Two important things to notice about this pattern are as follows:

a. *‘O* is the first word in ALL equational sentences. There is no English translation for this word; it is a grammatical marker that occurs at the beginning of equational sentences and also in front of proper names when they are used as subjects:

He wahine ‘olu‘olu ‘o Momilani.
Momilani is a pleasant woman.

You will learn other uses of *‘o* in future lessons.

b. When the subject of an English equational sentence is a pronoun or a proper name, the Hawaiian word order usually matches the English:

I am the teacher.
‘O au ke kumu.

Noelani is the student.
‘O Noelani ka haumana.

Notice that asking questions using this pattern is done by changing intonation, not by changing word order. This is the same as in class-inclusion sentences.

2. Expanded Class-Inclusion Sentences

Names and noun phrases can also be used as subjects in class-inclusion sentences (see basic sentences 9, 10).

He haumana akamai = ke keiki kāne kolohe.
He wahine ‘olu‘olu = ‘o Momilani.

Notice the *‘o* in front of *Momilani,* indicating that *Momilani* is the subject. Remember that if you were talking to Momilani and calling her by her name, you would say, *“E Momilani. . . .”*

3. Definite Articles

Ke and *ka* are definite articles often translated as “the” (singular), and they are used in front of nouns. Which one you use depends entirely on the sound that follows it. *Ke* is used in front of nouns beginning with the sounds *k, e, a, o; ka* is used in front of everything else, including words beginning with the *‘okina.* There are a few exceptions to this rule; they will be pointed out when they occur.

4. *Nō*

This word is an intensifier, sometimes translated as “indeed” and sometimes not translated at all. It is often used in replies agreeing with the previous statement:

Aloha!	Greetings!
Aloha nō.	Greetings (to you too).

5. *Ia*

He, she, it. Hawaiian has one word where English uses three. When the subject of a sentence is “he” or “she,” Hawaiian precedes *ia* with the grammatical marker *‘o:*

He kumu maika‘i ‘o ia.
He/she is a good teacher.

Whether the teacher is male or female can only be known in context. When the subject is “it,” *ia* is used alone:

He mea maika‘i ia.
It is a good thing.

You will learn other uses of *ia* in Ha‘awina 4.

6. Semantic Values

In the first two lessons you have learned the words *u‘i* (handsome, beautiful) and *momona* (fat, sweet, fertile). But what makes a person handsome or beautiful to an English speaker's eyes might not be the same as being *u‘i* to a Hawaiian's eyes. In the same way, fat and *momona* may refer to different weights, depending on the cultural context. Someone who is fat in a haole setting may not be considered *momona* in a Hawaiian community. Beyond that, whether it is good or bad to be fat or *momona* also depends on cultural values. It is "bad" to be fat in a haole world, but to be *momona* in a Hawaiian world is a desirable quality. As you learn more Hawaiian, be careful not to assume that Hawaiian values are the same as Western ones. Remember that our English translations are only an approximation of the meaning of the Hawaiian words, and we must learn more about the culture to understand the true meaning of the Hawaiian. For information on some Hawaiian ideas of beauty, see Pukui et al., 1972, *Nana i ke Kumu,* vol. 2, pp. 32, 290.

III. DIALOGS

These short conversations concerning everyday situations will help you gain confidence in speaking Hawaiian with other people. Practice them over and over until you are fluent and can say them from memory. No translations are given because the goal is to think in Hawaiian; if you have trouble understanding the dialogs, check the basic sentences and the vocabulary list.

1. ‘O Kanani lāua ‘o Kalei

Kanani: E ‘olu‘olu ‘oe, ‘o wai kou inoa?
Kalei: ‘O Kalei ko‘u inoa. ‘O wai ‘oe?
Kanani: Aloha, e Kalei. ‘O Kanani ko‘u inoa.
Kalei: Aloha nō, e Kanani.
Kanani: He aha kēlā?
Kalei: He mo‘o nui kēlā. He mea maika‘i ka mo‘o.
Kanani: Mahalo. A hui hou.
Kalei: A hui hou aku nō.

2. ʻO Pōhaku lāua ʻo Kalau

Pōhaku: E Kalau, ʻo wai kēlā?
Kalau: ʻO ke kumu ʻōlelo Hawaiʻi kēlā.
Pōhaku: He kumu maikaʻi ʻo ia?
Kalau: ʻAe, he kumu ʻoluʻolu loa ʻo ia.
Pōhaku: ʻO wai kona inoa?
Kalau: ʻO Pua kona inoa.
Pōhaku: He haumana ʻōlelo Hawaiʻi ʻoe?
Kalau: ʻAe, he haumana hauʻoli loa au.
Pōhaku: ʻAe, a he keiki kāne ʻoluʻolu ʻoe. Mahalo, a hui hou.
Kalau: A hui hou aku nō.

Dialog Notes

Asking someone their name directly, as in these dialogs, is modern behavior. Traditionally, Hawaiians would have found out who a stranger was and where he came from by indirect means, through conversational references. Direct questions about identity would have been considered rude. This is no longer true, although many Hawaiians still dislike direct personal questions, especially from strangers. In the classroom where many strangers are brought together for a common purpose for a short period of time, the behavior in these dialogs is acceptable, especially if questions are asked in an appropriately friendly tone.

IV. EXERCISES

A. *Ke/Ka*

Translate these phrases in Hawaiian.

1. the great love
2. the righteous girl
3. the delicious fish
4. the mischievous cat
5. the school teacher

B. Equational Sentences

Translate these sentences in Hawaiian.

1. Is this his new car?
2. That (distant) fat boy is Hauʻoli.

3. Her name is Momilani.
4. Are you the Hawaiian language teacher?
5. That (near) is the most comfortable chair.

C. More Class-Inclusion Sentences

Translate these sentences in Hawaiian.

1. That (distant) little girl is a good student.
2. The Chinese banana is a delicious banana.
3. Kealiʻi is a righteous person.
4. That (distant) fat woman is a beautiful woman.
5. This new student is a rascal boy.

D. Mixed Review

Translate these sentences in Hawaiian.

1. Is he a Chinese language student?
2. He is the Chinese language teacher.
3. The big dog is Koko; the small dog is Alā.
4. ʻUmiʻumi is a cat.
5. Leʻaleʻa is the rascal one.

E. Noun Phrases, Class-Inclusion Sentences, and Equational Sentences

Translate the phrase or sentence in Hawaiian.

1. the smart student
2. this smart student
3. This is a smart student.
4. Kalei is the smart student.
5. the skinny boy
6. that (distant) skinny boy
7. That (distant) is a skinny boy.
8. That (distant) skinny boy is Kimo.
9. the Chinese banana
10. that (near) Chinese banana
11. That (near) is a Chinese banana.
12. That (near) Chinese banana is a delicious thing.
13. this fat cat
14. This is a fat cat.
15. This fat cat is Garfield.

F. Choose a Hawaiian Name to Use in Class

Foreign words that occur in Hawaiian are changed to fit the Hawaiian sound system. This includes names of people. If you already have a Hawaiian name, you may want to use that name in class. If not, you may want to choose a Hawaiian name that fits your personality or describes your interests. You can also translate the meaning of your name into Hawaiian or, the simplest solution, Hawaiianize the pronunciation of your name. Do not choose someone else's name without consulting with that person. Hawaiian names are very personal and are considered an extension of that person. Notice that the Hawaiian question is "Who is your name?" For a detailed description of Hawaiian naming practices, see Pukui et al., 1972, *Nana i ke Kumu,* vol. 1, pp. 94–106.

G. Famous Names

See if you can find out who these famous people are, what their names mean, and why they were given these names:

1. Hoapili
2. Kaleleokalani, Kaleleonālani
3. Kamaka‘eha
4. Pai‘ea

V. VOCABULARY

a—and (with verbs and sentences)
aloha—love, hello, goodbye
‘ekolu—three
hale—house, building
haole—white person, English, American, foreign
haumana—student
hau‘oli—happy
hou—new, again
ia—he, she, it (see ‘o ia below)
i‘a—fish
inoa—name
ka—the
kahiko—old
kaikamahine, kaikamāhine (pl.)—girl
kaumaha—sad, heavy
ke—the
keiki—child
keiki kāne—boy
kona—his, her
kou—your
ko‘u—my
kula—school
kumu—teacher
li‘ili‘i—small
lole—clothes, dress; cloth
mahalo—to thank, to admire
mai‘a—banana

maika'i—good
manu—bird
mea—thing, person
momona—fat, sweet, fertile
mu'umu'u—Hawaiian dress
nō—indeed; emphatic marker
'o—nominative marker
'o ia—he, she
'ōlelo—to speak, to say
'ōlelo Hawai'i—Hawaiian language; to speak Hawaiian
'olu'olu—kind, pleasant, cool, comfortable, nice, charming
'ono—delicious
Pākē—Chinese
peni—pen
penikala—pencil
pepa—paper
puke—book
wai—who (only in questions)
wīwī—thin

Idioms and Phrases

A hui hou.—Goodbye. (lit., until meet again)
A hui hou aku nō.—Goodbye indeed. (in reply)
E 'olu'olu 'oe.—Please. (lit., be nice)
'O wai kou inoa?—What (lit., who) is your name?

4

HA‘AWINA ‘EHĀ

Imperative Sentences

I. BASIC SENTENCES

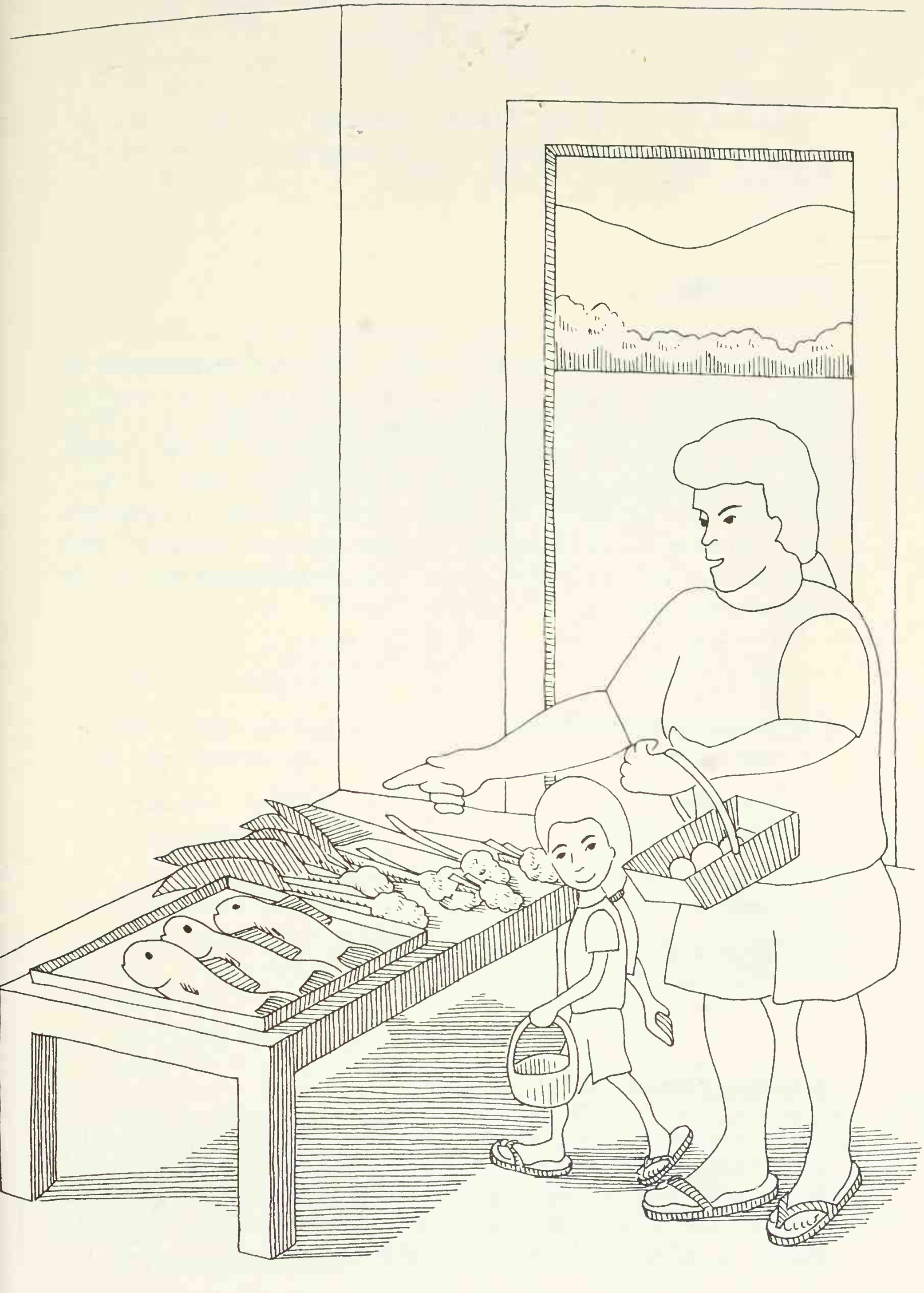
1. E Lei, e ki‘i aku ‘oe i ka i‘a!	1. Lei, get the fish!
2. E hā‘awi aku ‘oe i ka i‘a iā Nani!	2. Give the fish to Nani!
3. E hā‘awi i ka i‘a i ka pōpoki!	3. Give the fish to the cat!
4. E hā‘awi mai i ka i‘a ia‘u!	4. Give the fish to me!
5. Eia ka i‘a.	5. Here’s the fish.
6. E hele aku ‘oe i kou noho!	6. Go to your chair!
7. E noho iho ‘oe!	7. Sit down!
8. E kū a‘e ‘oe!	8. Stand up!
9. E hele mai ‘oe ia‘u!	9. Come to me!
10. E hele aku ‘oe i Waikīkī!	10. Go to Waikīkī!

II. EXPLANATIONS

1. Imperatives

The major pattern in this lesson is the imperative sentence that gives a command. *E* is the word we use to mark a command:

E	+ Verb	± Directional	± Subject	+ Object Marker	+ Direct Object	+ Object Marker	+ Indirect Object
E	noho	iho	‘oe!				
E	ki‘i	aku	‘oe	i	ka i‘a!		
E	hā‘awi		‘oe	i	ka i‘a	i	ka pōpoki!
E	hā‘awi	aku	‘oe	i	ka i‘a	iā	Nani!
E	hā‘awi	mai		i	ka i‘a		ia‘u!



All of the basic sentences except sentence 5 are examples of this pattern. Notice that the directional and the subject are preceded by both a plus and a minus sign. This indicates that they may be omitted on occasion, as in sentences 3 and 4.

When the subject in this pattern is someone other than "you," the meaning is somewhat different. Until we get to this variation in Haʻawina 7, stick to "you" as the subject.

2. Direct Objects

The person or thing that is on the receiving end of the action is represented in the sentence by the direct object. In English we recognize the object by where it is placed in the sentence. In Hawaiian we mark the object by putting a word called an object marker in front of it. If the object is a common noun (no capital) the marker is *i;* if it is a proper name or a pronoun, the marker is *iā.* If the object is "him" or "her," the *ʻo* in *ʻo ia* is replaced by *iā (iā ia).* If the object is "me," no marker is used; the word *iaʻu* (me) includes the object marker. Hawaiian rarely uses "it" as a direct object or destination. In these constructions, the object is either omitted, or the noun is repeated.

E kiʻi aku ʻoe **i** ka iʻa!
Get the fish!

E aloha aku ʻoe **iā** Nālei!
Greet Nālei!

E mālama ʻoe **iā** ia!
Take care of him!

E kōkua mai **iaʻu!**
Help me!

He puke maikaʻi kēnā; e hāʻawi mai **iaʻu.**
That's a good book; give (it) to me.

3. Indirect Objects or Destinations

I and *iā* are also used to mark indirect objects or destinations; in English these are frequently translated as "to" or "toward." Sentences 2, 3, 4, 6, 9, and 10 are examples of this usage. The rules are the same as for direct objects, with one exception: if a place name is a direct object, it is marked by *iā,* but if it is a destination, it is marked by *i.*

Direct Object:	E mālama 'oe iā Kaho'olawe! Preserve Kaho'olawe!
Destination:	E hele aku 'oe i Kaho'olawe! Go to Kaho'olawe!

As with direct objects, the word *ia'u,* when used as "to me," does not take an object marker.

4. Directionals

There are four words in Hawaiian that are usually used with verbs to indicate the direction in which something is happening:

a. *Mai:* toward the speaker (i.e., "toward me"). When *mai* is used in a sentence, *ia'u* is often omitted, since it is already implied by the directional.

E hele mai 'oe (ia'u)!
Come (to me)!

E hā'awi mai 'oe i ka puke (ia'u)!
Give the book (to me)!

Hawaiians often use *mai* without a preceding verb in calling someone to come, especially to eat:

Mai, mai, mai e 'ai!
Come, come, come eat!

b. *Aku:* away from the speaker. *Aku* is never used alone as a command in the same way as *mai.* If a verb is used without a directional or an indirect object specifying "toward the speaker," then it is assumed that the direction is away from the speaker. In other words, the use of *aku* is optional:

E hele aku 'oe! or E hele 'oe!
Go!

c. *Iho:* in a downward direction. *Iho* is also used with most verbs describing bodily functions such as eating, drinking, and thinking. In English, we usually use "up" with these words, as in "eat up," "drink up," and "think up." Sometimes *iho* is used as a verb, meaning "to descend."

d. *A'e:* upward, back and forth, sideways.

III. DIALOGS

1. ʻO ke kumu lāua ʻo Kaleo

Ke kumu: Aloha, e Kaleo.
Kaleo: Aloha nō, e ke kumu.
Ke kumu: He aha kēlā?
Kaleo: ʻO koʻu kaʻa hou kēlā.
Ke kumu: He kaʻa nani loa ia. E ʻoluʻolu ʻoe, e hāʻawi mai i ke kī!
Kaleo: Auē! Eia ke kī! E mālama pono ʻoe i koʻu kaʻa!
Ke kumu: ʻAe. E mālama iho ʻoe i kou kino! Aloha a hui hou.
Kaleo: A hui hou aku nō.

Later, at Kaleo's house:

Kaleo: Aloha, e ke kumu.
Ke kumu: Aloha nō. Eia kou kaʻa.
Kaleo: Mai, mai, mai e ʻai!
Ke kumu: Mahalo, e Kaleo. He hale ʻoluʻolu kēia.
Kaleo: E noho iho ʻoe! Eia ka poi a me ka iʻa. E ʻai iho ʻoe!
Ke kumu: He iʻa ʻono loa kēia. E ʻoluʻolu ʻoe, e hāʻawi mai i ka paʻakai.
Kaleo: Eia ka paʻakai a eia ka pia. E inu iho ʻoe!
Ke kumu: Auē! He haumana maikaʻi loa ʻoe. Mahalo nui iā ʻoe.
Kaleo: ʻAʻole pilikia. He kumu maikaʻi ʻoe. A hui hou.
Ke kumu: A hui hou aku nō. E mālama pono ʻoe i kou kino!

Dialog Notes

These conversations reflect some Hawaiian values and behavior:

1. a teasing/respectful relationship between teacher and student; the teacher asks Kaleo to lend him his new car, knowing he won't say "no"; Kaleo expresses his misgivings with "take good care of my car," and the teacher teases him by saying "right, and you take good care of your body."

2. the importance of providing food and drink to guests and the manner in which it is given without a lot of questions and negotiations as to who wants what; guests are simply provided with what you have. The guest's role is to accept the hospitality, again without a lot of discussion.

IV. EXERCISES

A. Imperative Sentences with Objects

Translate these sentences into Hawaiian.

1. Give that (near) pencil to Ka‘olu!
2. Drink this beer!
3. Get his car!
4. Take good care of him!
5. Come back to the house/come back home!
6. Go down to the sea!
7. Give this fish to the small cat!
8. Eat this delicious Chinese banana!
9. Dive down!
10. Speak Hawaiian to me!

B. Directionals

Fill in the blanks with *mai, aku, iho, a‘e.*

1. E kōkua __________ ‘oe ia‘u! Help me!
2. E ho‘i __________ ‘oe i kou hale! Go back to your house!
3. E inu __________ ‘oe i kēia wai! Drink this water!
4. E hele __________ ‘oe i ka pali! Go up the cliff!
5. E ki‘i __________ i kēia pepa! Come get this paper!

C. Object Markers

Fill in the blanks with *i, iā,* or Ø (nothing).

1. E hā‘awi aku i ka pa‘akai __________ ka lawai‘a! Give the salt to the fisherman!
2. E ki‘i aku ‘oe __________ ia! Get him!
3. E mālama pono ‘oe __________ Keola! Take good care of Keola!
4. E kōkua aku ‘oe __________ ia! Help her!
5. E ‘ōlelo mai ‘oe __________ ia‘u! Speak to me!
6. E mālama pono ‘oe __________ Hawai‘i! Take good care of Hawai‘i!
7. E ho‘i mai ‘oe __________ Hawai‘i! Come back to Hawai‘i!
8. E aloha aku ‘oe __________ Lei! Say hello (greet) Lei!
9. E hele aku ‘oe __________ Lei! Go to Lei!
10. E kōkua mai ‘oe __________ ia‘u! Help me!

D. Noun Markers

Fill in the blanks with *e* or *ʻo.*

1. __________ Manu, e hele mai! Manu, come!
2. __________ Momi kona inoa. Her name is Momi.
3. He pōpoki kolohe __________ ʻEleu. ʻEleu is a mischievous cat.
4. Aloha a hui hou, __________ ke kumu. Goodbye, teacher.
5. __________ au ke kumu ʻōlelo Pākē. I am the Chinese language teacher.

E. *Lawaiʻa* (Fish!)

Your teacher will explain the rules for this card game. Here are the sentences you need to play:

1. E hāʻawi mai i ka/ke __________! Give me the (name of fish)!
2. Eia ka/ke __________. Here's the __________.
3. ʻAʻohe aʻu __________. I haven't any __________.
4. E luʻu iho ʻoe! Dive! (i.e., go fish!)
5. Loaʻa iaʻu. Got it.
6. ʻO koʻu (kou) manawa kēia. It's my (your) turn.

Also remember to use "please," "thank you," and "what's your name."

Whether you use *ka* or *ke* in sentences 1 and 2 depends on the name of the fish. Fill in the blanks with *ka* or *ke:*

1. _____ ʻahi—tuna
2. _____ aʻu—marlin
3. _____ manō—shark
4. _____ koholā—whale
5. _____ iʻa pōpoki—catfish
6. _____ iʻa ʻulaʻula—gold fish
7. _____ moe one—flounder
8. _____ peʻa—starfish
9. _____ iʻa olo—sawfish
10. _____ kūnehi—sunfish

F. You Are the Teacher

Tell Kalani to do the following things in Hawaiian:

1. Stand up.
2. Get the beer and the fish.
3. Give the fish to the cat.
4. Give the beer to you.
5. Return to his seat.
6. Sit down.

Finally, thank him and tell him he is a very smart student.

G. Mixed Review

Translate into Hawaiian.

1. What's his name?
2. Please, get the poi and the salt.
3. Give this pretty flower to that beautiful woman.
4. That person is the fisherman.
5. This is the Hawaiian language book.
6. He's a happy man.
7. (The) ʻahi is a delicious fish.
8. Koko is a big dog.

V. VOCABULARY

aʻe—upward, sideways
ʻai—to eat; food
aku—away from the speaker
a me—and (with nouns)
ʻaʻohe—none, not any
e—imperative marker
ʻehā—four
eia—here is
hāʻawi—to give
hele—to go
hele mai—to come
hoʻi—to return, come back, go back
i—object marker; to, toward
iā—object marker; to, toward
iaʻu—me, to me
iho—downward; to descend
inu—to drink
kai—sea
kī—key
kiʻi—to fetch, to get (not "receive")
kino—body
kōkua—to help
kū—to stand
lawaiʻa—to fish; fisherman
luʻu—to dive
mai—toward the speaker
mālama—to preserve, to care for
manawa—time
paʻakai—salt
pākaukau—table
pali—cliff
papa ʻeleʻele—blackboard
pia—beer
pilikia—trouble
poi—pounded cooked taro
wai—water (not salt water)
waiwai—wealth, wealthy, rich

Idioms and Phrases

ʻAʻole pilikia.—You're welcome. (lit., no trouble)
E mālama pono (ʻoe i kou kino).—Take care (of your body). (A way of saying goodbye)
Mahalo nui loa.—Thanks very much.
Mai e ʻai!—Come and eat!

5

HA‘AWINA ‘ELIMA

Personal Pronouns and Stative Verb Sentences

I. BASIC SENTENCES

1. Aloha kakahiaka.	1. Good morning.
2. Aloha kāua.	2. Aloha between you (1) and me.
3. Aloha awakea kākou.	3. Midday greetings to all.
4. Pehea ‘oe?	4. How are you (1)?
5. Pehea nā haumana?	5. How are the students?
6. Maika‘i nō au, mahalo.	6. I’m fine, thanks.
7. ‘Ano māluhiluhi māua.	7. We (2) are rather tired.
8. Nuha loa lākou.	8. They (pl.) are very sulky.
9. Pau ka papa.	9. The class is over.
10. ‘A‘ole pau ka hana.	10. The work is not over.

II. EXPLANATIONS

1. Personal Pronouns

	Singular	**Dual**	**Plural**
First person	au, ia‘u	kāua (inclusive) māua (exclusive)	kākou (inclusive) mākou (exclusive)
Second person	‘oe	‘olua	‘oukou
Third person	ia, ‘o ia	lāua	lākou

Hawaiian pronouns differ from the English system in two ways:

a. The English system distinguishes between singular and plural pronouns:

Singular	**Plural**
I	we
you	you
he, she, it	they

Hawaiian distinguishes between singular, dual, and plural. The dual pronouns refer to groups of two people (we two, you two, they two). The plural pronouns refer to groups of three or more.

b. Hawaiian distinguishes between inclusive and exclusive pronouns in the first person dual and plural. There are four Hawaiian pronouns where English uses one word, "we." These pronouns are as follows:

First person dual:
kāua—you (singular) and I
māua—someone else (not you) and I

First person plural:
kākou—you (two or more) and I
mākou—some other people (not you) and I

Kāua and *kākou* are called inclusive pronouns because they include the person being addressed in the "we" group; *māua* and *mākou* are called exclusive pronouns because the person being addressed is excluded from the "we" group.

The fact that Hawaiian is very specific about whether or not someone is included in a group has an impact on social relationships; the listener knows exactly where he stands, and potentially embarrassing situations can be avoided. This fits in with the Polynesian cultural value of avoiding confrontation.

Here are some general hints for learning pronouns:

the dual pronouns all end in *-ua,* as in the number "two," *'elua;*
the plural pronouns all end in *-kou;*
and the words for "you" all start with *'o-.*

2. Stative Verb Sentences

A stative verb describes the state someone or something is in (e.g., tired, fine, sick, sulky, pretty). In English, these words are called adjectives and are used with "am," "is," "are," etc. to make sentences. In Hawaiian we have no words like "am," "is," "are," so words like *māluhiluhi, maika'i, 'ōma'ima'i, nuha,* and *nani* function as verbs all by themselves.

Verb	+	**Subject**
Maikaʻi nō		au.
ʻŌmaʻimaʻi		ke kauka.
Nuha loa		lākou.
Nani		kēia pua.
ʻAno māluhiluhi		ʻo Kalei.

Notice that unlike other verb modifiers, *ʻano* precedes the verb.

Negative stative verb sentences are formed by putting *ʻaʻole* at the beginning of the sentence:

ʻAʻole pau ka hana.
The work isn't finished.

If the subject of a negative stative verb sentence is a pronoun, the order is sometimes reversed:

ʻAʻole maikaʻi au. or ʻAʻole au maikaʻi.
I'm not well.

3. *Nā*

The (plural). We can make nouns plural by putting *nā* in front of them, but only when we also want "the" in the phrase. In other cases, we use *mau* to make plurals (see Haʻawina 2 and Haʻawina 7).

ka papa—the class
nā papa—the classes

ke kauka—the doctor
nā kauka—the doctors

ka wahine—the woman
nā wāhine—the women

ke kanaka—the person
nā kānaka—the persons

Notice there is no change in the noun except with the forms discussed in Haʻawina 2.

4. Greetings

Aloha kāua. This is a common greeting when two people meet each other. Because *kāua* means you (singular) and me, *aloha kāua* is an exchange of aloha between two people, "aloha between you and me."

Aloha kākou. This is an exchange of aloha between the speaker and at least two others.

Aloha kakahiaka. Good morning.

Aloha awakea. Good midday.

Aloha ʻauinalā. Good afternoon.
Aloha ahiahi. Good evening.
Aloha kakahiaka kākou. Good morning everyone. (The pronoun can be added to any of the "time" greetings.)

5. Divisions of the Day

Hawaiians divide the day differently from English speakers. The Hawaiian divisions are functional and relate to the working day in terms of farming and fishing. The first part of the morning when it is already daylight and still cool enough to work outside is called *kakahiaka.* Midmorning when the sun is more or less overhead, about 10 A.M., marks the beginning of *awakea.* This is the time to work indoors or in the shade. Later in the day when the sun is declining, about 3 P.M., is *ʻauinalā.* Then it is cool enough to work outdoors again. When it gets too dark to see to work outside, it is *ahiahi.* Late evening is *aumoe.* Each of these divisions is approximately four hours long. You can see why Hawaiians are not always responsive to the English system of dividing time, which is somewhat more arbitrary and abstracted from "natural" time and has a much shorter "significant" division of one hour, rather than four.

III. DIALOGS

1. ʻO Keala lāua ʻo Kanani

Keala: Aloha kāua.
Kanani: ʻAe, aloha nō.
Keala: ʻO wai kou inoa?
Kanani: ʻO Kanani koʻu inoa. A ʻo ʻoe?
Keala: ʻO Keala koʻu inoa.
Kanani: Pehea ʻoe, e Keala?
Keala: Maikaʻi nō au, mahalo. A ʻo ʻoe?
Kanani: ʻAno ʻōmaʻimaʻi au.
Keala: Aloha ʻino. E hele ʻoe iā Kauka Kekuni.
Kanani: He kauka maikaʻi ʻo ia?
Keala: ʻAe, he kauka akamai loa.
Kanani: Mahalo. Aloha a hui hou.
Keala: A hui hou aku nō. E mālama pono ʻoe i kou kino.
Kanani: Me ʻoe pū.

2. ʻO ke kumu lāua ʻo Kalae

Ke kumu: Aloha ʻauinalā, e Kalae.
Kalae: Aloha, e ke kumu.
Ke kumu: Pehea ʻoe?
Kalae: Maikaʻi nō. A ʻo ʻoe?
Ke kumu: ʻAno māluhiluhi au.
Kalae: Aloha ʻino. Pehea nā haumana?
Ke kumu: Tsā! Nuha loa lākou.
Kalae: No ke aha?
Ke kumu: Pau ka papa, akā, ʻaʻole pau ka hana.
Kalae: He mau haumana moloā lākou?
Ke kumu: ʻAe, moloā loa lākou.
Kalae: E hāʻawi aku ʻoe i ka F iā lākou.

3. ʻO Kanoe lāua ʻo Lehua

Kanoe: Aloha kakahiaka, e Lehua.
Lehua: Aloha kāua, e Kanoe. Mai e ʻai i ka ʻaina kakahiaka.
Kanoe: Mahalo, akā, piha koʻu ʻōpū.
Lehua: E inu iho ʻoe i ka wai huaʻai.
Kanoe: ʻAe, mahalo. He kakahiaka wela loa kēia.
Lehua: ʻAe, wela loa ka lā. Pehea ka ʻohana?
Kanoe: Maikaʻi nō mākou, akā ʻano nuha nā keiki.
Lehua: Auē! No ke aha?
Kanoe: Pau ke kau wela.
Lehua: Aloha ʻino! E hāʻawi aku ʻoe i kēia palaoa maiʻa iā lākou.
Kanoe: He wahine ʻoluʻolu ʻoe, e Lehua. Mahalo nui loa.
Lehua: ʻAʻole pilikia. Aloha a hui hou.
Kanoe: Aloha. E mālama pono ʻoe.
Lehua: Me ʻoe pū.

Dialog Notes

Dialog 3 illustrates two common features of Hawaiian culture:

1. the need to offer refreshment to a guest, and his social obligation to accept something, even if only a drink.

2. the practice of sharing, in this case Lehua sending banana bread to the children. At some future opportunity, Kanoe will give something to Lehua.

IV. EXERCISES

A. Pronouns

Translate the bold-faced pronouns in the following paragraph. Remember to think in Hawaiian terms. For the time being, ignore the bold-faced, underlined words.

Aloha. **I** am Pua, **your** Hawaiian language teacher. **My** family lives in Kaʻaʻawa. **We** are happy there; **my** son enjoys the surfing; **my** husband relaxes in the big yard. **We** have three dogs and **they** run in the bushes. The two male dogs are Koko and Alā; sometimes **they** fight with each other. The female's name is Poki; **she** is a very stupid dog. When **my** husband and **I** go to Honolulu, **we** are always happy to get back home. **We all** hope **you all** will come visit **us**; **we** will have a great time together at **our** house.

B. Mixed Patterns

Translate this dialog.

Teacher: How are you all, students? (use *nā*)
Students: We are kind of sick, teacher. (use *ke*)
Teacher: Too bad! Sit down!
Students: Thank you. You are a kind teacher.
Teacher: Yes. Kanani, get the doctor.
Students: Why?
Teacher: You are sick students.
Students: No, no. We are fine.
Teacher: Tsā! You are very lazy. Go back home. The class is over.
Students: Goodbye. Take care.

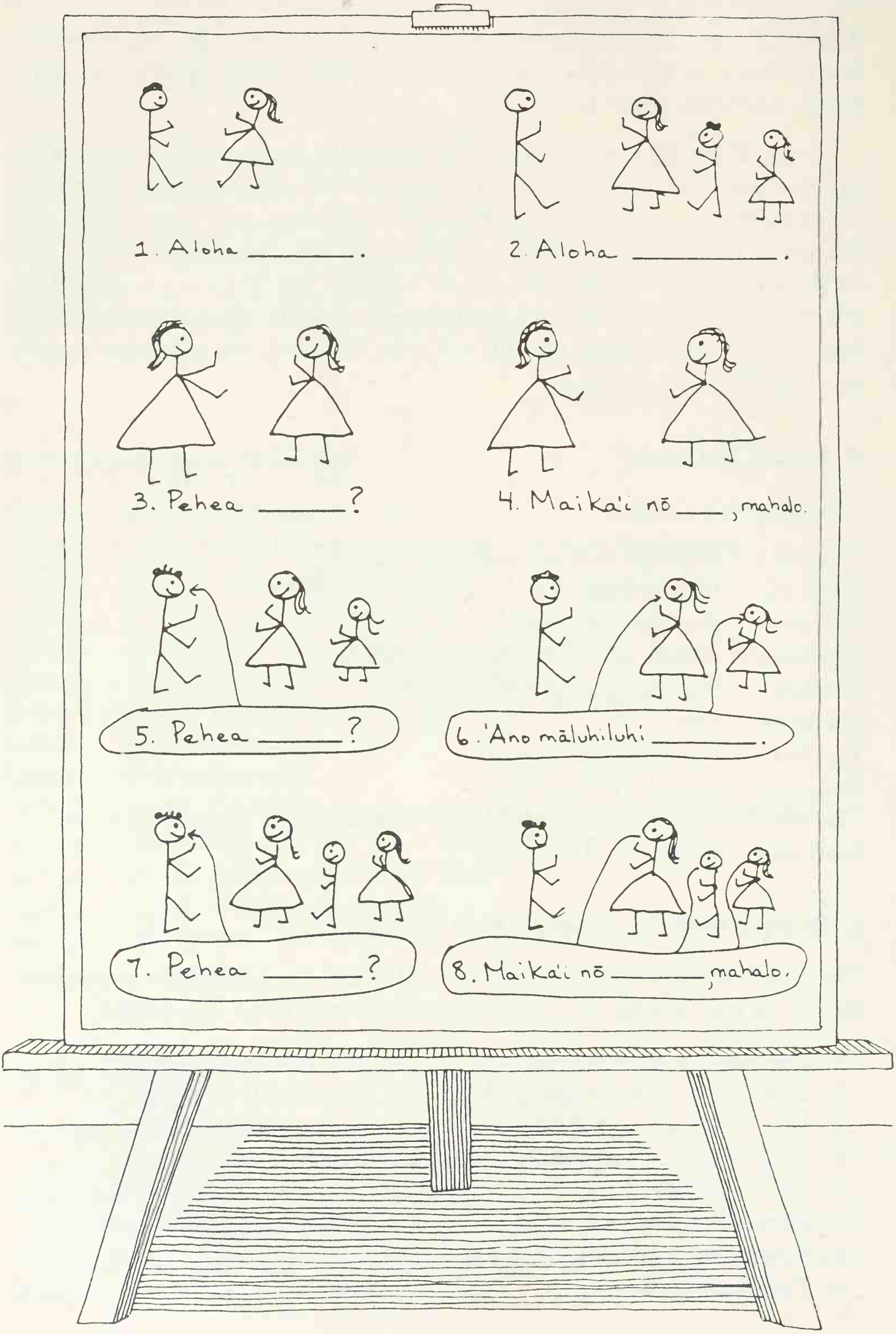
C. Stative Verb/Class-Inclusion Sentences

The English sentences that end in nouns are class-inclusion sentences; those that end in adjectives are stative verb sentences. Translate.

1. That (distant) gecko is small.
2. That (distant) is a small gecko.
3. This bread is very delicious.
4. This is (a) very delicious bread.
5. She is a tired doctor.
6. The doctor is tired.
7. Today (this day) is hot.
8. This is a hot day.
9. This is a happy family.
10. This family is happy.
11. That (distant) cat is sulky.
12. Morris is a sulky cat.
13. That (near) is a very big rock.
14. That (near) rock is very big.
15. The dog is lazy.
16. Poki is a lazy dog.

D. Pronoun Practice

Fill in the blanks with the correct pronoun.



1. Aloha ________.

2. Aloha ____________.

3. Pehea _______?

4. Maikaʻi nō ____, mahalo.

5. Pehea _______?

6. ʻAno māluhiluhi ________.

7. Pehea ________?

8. Maikaʻi nō ________, mahalo.

V. VOCABULARY

ahiahi—evening
ʻaina kakahiaka—breakfast
akā—but
ʻano—rather, somewhat
ʻauinalā—afternoon
aumoe—late night; midnight hours
awakea—midday
ʻelima—five
hana—work, activity; to do, to work
hua ʻai—fruit
kakahiaka—morning
kākou—we (3+, inclusive)
kāua—we (2, inclusive)
kauka—doctor
kau wela—summer
lā—sun, day
lākou—they (3+)
lāua—they (2)
mākou—we (3+, exclusive)
māluhiluhi—tired
māua—we (2, exclusive)
moloā—lazy
nā—the (pl.)
nuha—sulky, sullen
ʻohana—family
ʻolua—you (2)
ʻōmaʻimaʻi—sick
ʻōpū—stomach
ʻoukou—you (3+)
palaoa—bread, flour
papa—class
pau—finished, done
pehea—how (only in questions)
piha—full
tsā!—exclamation of disgust
wela—hot

Idioms and Phrases

Aloha ʻino!—Too bad! What a pity!
A ʻo ʻoe?—And you?
Me ʻoe pū.—Same to you.
No ke aha (mai)?—Why?

6

HA‘AWINA ‘EONO

Simple Verb Sentences and Infinitives

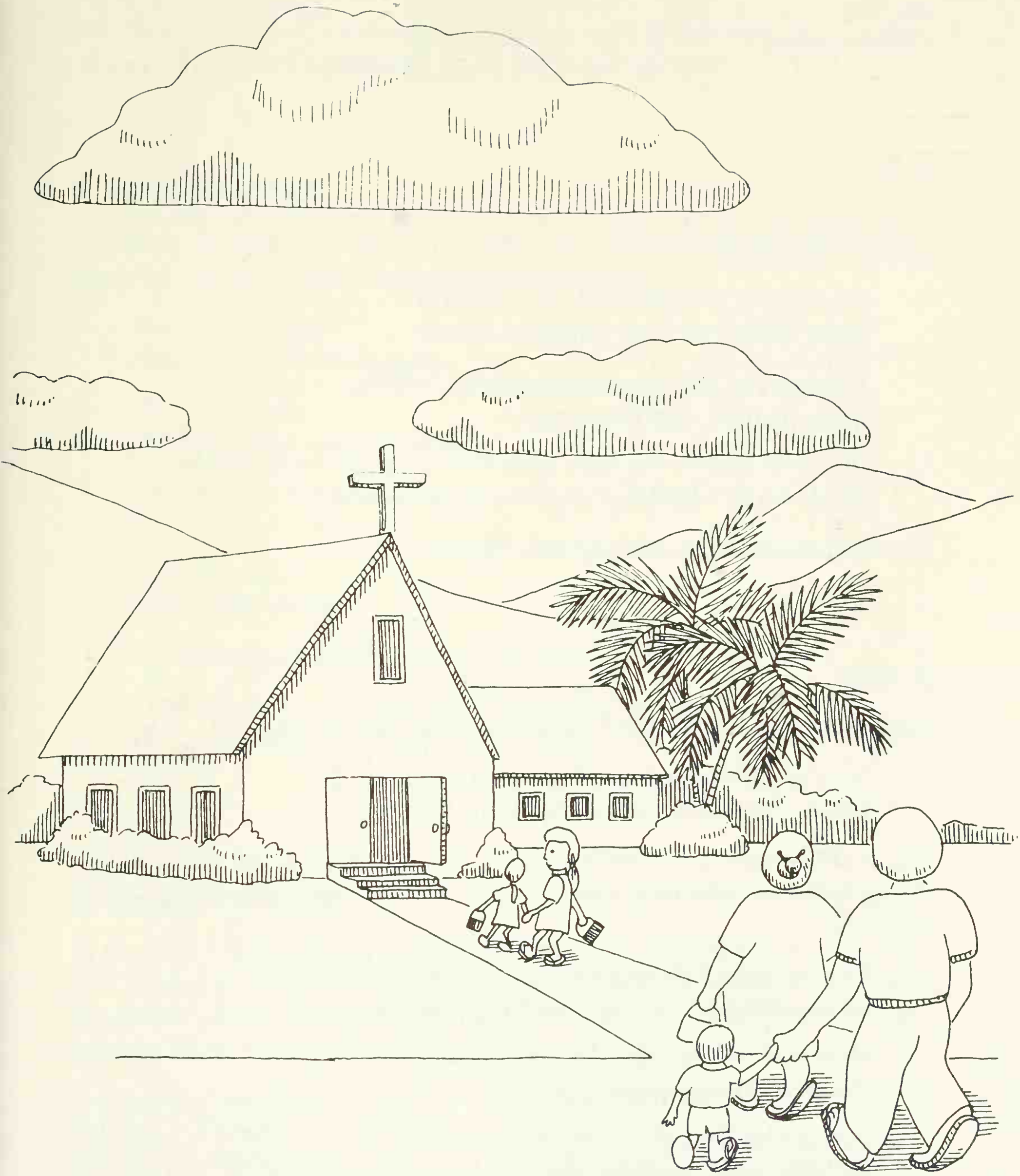
I. BASIC SENTENCES

1. Hele au i ke Kula Nui o Hawai‘i i Mānoa.	1. I go to the University of Hawaii in Mānoa.
2. ‘Ai mākou ma ka hale ‘aina i ka Hale Kahawai.	2. We eat at the cafeteria in Hale Kahawai.
3. I ka Pō‘alima, ho‘i aku au i ka hale i Nānākuli.	3. On Friday I go back to Nānākuli.
4. Hau‘oli loa ‘o Pāpā mā e ‘ike mai ia‘u.	4. Papa “guys” are very happy to see me.
5. Hele mākou i ka hale pule i ka Lāpule, a ma hope iho, ‘ai mākou i ka ‘aina awakea.	5. We go to church on Sunday, and afterwards we eat brunch.
6. Ho‘omākaukau ‘o Pāpā i ka palaoa palai a me ka na‘aukake Pukikī.	6. Papa prepares pancakes and Portuguese sausage.
7. Aloha a hui hou kāua i ka Lāpule.	7. Goodbye until we meet again on Sunday.

II. EXPLANATIONS

1. Simple Verb Sentences

These sentences are constructed like stative verb sentences: a verb followed by a subject. They can also include direct objects and indirect objects and destinations or locations (prepositional phrases). Simple verb sentences describe an action that occurs without reference to tense.



Verb	+ **Subject**	± **Direct Object**	± **Indirect Object/ Destination/Location**
Hele	au		i ke kula.
ʻAi	mākou	i ka ʻaina awakea	ma ka hale ʻaina.
Hoʻi aku	au		i ka hale.
Hoʻomākaukau	ʻo Pāpā	i ka palaoa palai.	

2. *E*

E in front of a verb *within* a sentence makes an infinitive (to see, to clean, to eat, etc.):

> Hauʻoli loa ʻo Pāpā mā **e ʻike** mai iaʻu.
> Papa "folks" are very happy **to see** me.
>
> Kōkua au iā lāua **e hoʻoponopono** i ka hale.
> I help them **to clean** the house.
>
> Holoholo mākou i ka hale ʻaina Pākē **e ʻai** i ka ʻaina ahiahi.
> We go to the Chinese restaurant **to eat** dinner.

Notice that infinitives can also take objects.

3. *I/ma*

In addition to "to, toward," *i* can also mean "in, on, at":

> Hele au **i** ke Kula Nui o Hawaiʻi **i** Mānoa.
> I go **to** the University of Hawaii **in** Mānoa.

Time phrases are preceded by *i* when they are used to tell when something happens, and they can occur at the beginning or ending of the sentence:

> I ka ʻauinalā, hoʻi aku au i ka hale noho haumana.
> In the afternoon, I return to the dormitory.
>
> Hele mākou i ka hale pule i ke kakahiaka.
> We go to church in the morning.
>
> Aloha a hui hou kāua i ka Lāpule!
> Goodbye until we meet again on Sunday!

Ma also means "in, on, at," and is used more or less interchangeably with *i* in that context. If anything, *ma* is more specific than *i:*

ʻAi mākou **ma** ka hale ʻaina **i** ka Hale Kahawai.
We eat **at** the cafeteria **in** Hale Kahawai.

Noho au **ma** Kaʻaʻawa **i** ka mokupuni ʻo Oʻahu.
I live **in** Kaʻaʻawa **on** the island of Oʻahu.

Ma does not mean "to/toward" and cannot be substituted for *i* in that context, nor does it commonly occur with time phrases.

4. *Ke/ka* Revisited

When an English noun is not preceded by a determiner (the, this, that, my, etc.), the Hawaiian utterance includes *ke/ka:*

We go to church.
Hele mākou i **ka** hale pule.

We eat brunch.
ʻAi māua i **ka** ʻaina awakea.

Aku is a delicious fish.
He iʻa ʻono **ke** aku.

Love is good.
Maikaʻi **ke** aloha.

Ke/ka is used even when the noun is plural in English:

Papa prepares pancakes and Portuguese sausage.
Hoʻomākaukau ʻo Pāpā i **ka** palaoa palai a me **ka** naʻaukake Pukikī.

5. Days of the Week

If you have been paying attention to the title of each lesson, you can now count to six. This makes it easy to learn the days of the week according to the Western calendar, because Hawaiian combines *pō-* with numbers to name the days (*ʻe-* becomes *ʻa-*):

Pōʻakahi—Monday
Pōʻalua—Tuesday
Pōʻakolu—Wednesday
Pōʻahā—Thursday
Pōʻalima—Friday
Pōʻaono—Saturday
Lāpule—Sunday (lit., prayer day)

These words are always preceded by *ka*.

6. *Mā*

This word can be added to someone's name to mean that person and whoever is usually associated with him—his spouse, his family, or his friends. This Hawaiian construction occurs in pidgin English as "guys" or "folks." *Mā* does not occur alone as a noun or with a pronoun.

> Pāpā mā—Papa "guys" (father and mother)
> Noelani mā—Noelani "folks" (Noelani and her gang)

This expression only works when both speaker and listener have some common agreement as to who constitutes *mā*.

III. DIALOGS

1. Ma ke kula nui

Lokelani: Aloha ʻauinalā, e Lilinoe.
Lilinoe: Aloha kāua, e Lokelani. Pehea ʻoe?
Lokelani: Hauʻoli nō au, mahalo.
Lilinoe: ʻOia? No ke aha mai?
Lokelani: ʻO ka Pōʻalima kēia, a pau ke kula.
Lilinoe: ʻAe, maikaʻi kēlā. Noho ʻoe i ka hale noho haumana?
Lokelani: ʻAe, akā, i ka Pōʻalima, hoʻi aku au i ka hale i Nānākuli.
Lilinoe: Laki nō ʻoe! Noho kou ʻohana i Nānākuli?
Lokelani: ʻAe, noho koʻu makua kāne a me koʻu makuahine i laila.
Lilinoe: Auē! Noho koʻu ʻohana i Hilo.
Lokelani: Aloha ʻino! E kipa mai ʻoe i koʻu hale. Hauʻoli koʻu ʻohana e ʻike i koʻu mau hoa aloha. (my friends)
Lilinoe: Mahalo, e Loke. He wahine ʻoluʻolu loa ʻoe!

2. ʻO Lei lāua ʻo Kuaʻāina

Lei: Aloha kakahiaka kāua.
Kuaʻāina: Aloha nō kāua.
Lei: ʻO wai kou inoa?
Kuaʻāina: ʻO Kuaʻāina koʻu inoa. A ʻo ʻoe?
Lei: Aloha e Kuaʻāina. ʻO au ʻo Lei.
Kuaʻāina: Hauʻoli nō au e ʻike iā ʻoe.
Lei: ʻO au pū. Noho ʻoe ma Honolulu?
Kuaʻāina: ʻAʻole. Noho au ma Kahaluʻu, akā noho koʻu hoahānau ma Honolulu.
Lei: ʻO wai kona inoa?

Kua‘āina: ‘O Lokelani Kamanu kona inoa.
Lei: Auē nō ho‘i ē! Noho pū māua ma ka hale noho haumana.
Kua‘āina: ‘Oia? Hele ‘oe i ke kula nui?
Lei: ‘Ae. E kipa mai ‘oe iā māua i ka Lāpule.
Kua‘āina: Hele au i ka hale pule, akā, ma hope iho, hiki nō.
Lei: Maika‘i. Aloha a hui hou kākou.
Kua‘āina: E aloha aku ‘oe iā Loke. Mālama pono.

Dialog Notes

These dialogs illustrate the importance of family life and hospitality. The second dialog is an example of how Hawaiians relate to each other by seeking mutual acquaintances.

IV. EXERCISES

A. Reading Practice

Read this story carefully. Ask your teacher about anything you don't understand. Then practice reading it aloud until you can do it easily and with understanding of what you are saying.

Aloha kāua. ‘O Lokelani Kamanu ko‘u inoa. Hele au i ke kula nui o Hawai‘i i Mānoa. He haumana hou au. Noho au i ka hale noho haumana. ‘Ai mākou ma ka hale ‘aina i ka Hale Kahawai. ‘Ano ‘ono ka mea ‘ai, akā, ‘a‘ole ‘ono loa. Noho ko‘u makua kāne a me ko‘u makuahine i Nānākuli. I ka Pō‘alima, ho‘i aku au i ka hale i Nānākuli. Hau‘oli loa ‘o Pāpā mā e ‘ike mai ia‘u. Ho‘omākaukau lāua i ka mea ‘ai ‘ono loa, a ‘ai pū mākou. I ka Pō‘aono, kōkua au iā lāua e ho‘oponopono i ka hale a me ka pā. I ke ahiahi, holoholo mākou i ka hale ‘aina Pākē e ‘ai i ka ‘aina ahiahi. Ma hope iho, ho‘i aku mākou i ka hale e nānā i ke kīwī. Hele mākou i ka hale pule i ka Lāpule, a ma hope iho, ‘ai mākou i ka ‘aina awakea. Ho‘omākaukau ‘o Pāpā i ka palaoa palai, a me ka na‘aukake Pukikī. Inu ‘o Pāpā i ke kope, inu ‘o Māmā i ke kī koko‘olau, a inu au i ka wai hua‘ai. I ka ‘auinalā, ho‘i au i ka hale noho haumana e ho‘opa‘a ha‘awina. Auē! Pau ka hopena pule.

Answer these questions about the reading with complete sentences in Hawaiian:

1. He kumu kula ‘o Lokelani?
2. Noho ‘o ia me kona mau mākua?
3. Noho kona mau mākua i Waikīkī?

4. ʻOno ka mea ʻai ma ke kula nui?
5. Hoʻi aku ʻo Lokelani i ka hale i ka Lāpule?
6. ʻAi ka ʻohana i ka ʻaina ahiahi i ka hale i ka Pōʻaono?
7. Noho lākou i ka hale i ka Lāpule?
8. Hele lākou i ka hale ʻaina e ʻai i ka ʻaina awakea?
9. Inu ʻo Māmā i ke kope?
10. Hoʻi mai ʻo Lokelani i ka hale noho haumana i ka Pōʻakahi?

B.

Now write a similar paragraph about yourself, where you live and work, and what you usually do. Keep it simple; ask your teacher for help with new vocabulary, but stick to the patterns you have already learned.

C. Simple Verb Sentences

Translate into Hawaiian.

1. We all watch "Saturday Night Live" on television in the dorm.
2. My cousin lives at Hale Kuahine, and I visit her there.
3. I see your friend in Hawaiian class.
4. Mele "folks" eat lunch together in the yard.
5. Nāhoa "guys" climb the cliffs in Koʻolau Loa.

D. *I/Ma*

Translate into Hawaiian.

1. My mother works in the cafeteria at the university.
2. The cat watches the geckos on the rock.
3. Please visit me at the dorm.
4. My friend lives in Kalihiwai on the island of Kauaʻi.
5. The food at the university is not that tasty.

E. *Mā*

Translate into Hawaiian.

1. Papa "folks" clean the yard on Saturday.
2. Say hi to Lili "guys."
3. How are Mama and the family?
4. Nālani "guys" are kind of sick.
5. Keoki, go get Pōmaikaʻi "folks."

F. Time Expressions

Translate into Hawaiian.

1. The kids go out on the weekend.
2. My father fixes the lunch on Sunday.
3. The two of us study together in the evening.
4. Goodbye until we meet again in class on Monday.
5. In the morning the fisherman goes down to the sea.

G. *E* Infinitive

Translate into Hawaiian.

1. Students, go to class to straighten out the chairs!
2. She goes to church to care for the small children.
3. Papa comes back to eat lunch at home.
4. I am so happy to see all of you.
5. She stays at home to watch Oprah Winfrey in the morning.

H. *Ke/ka*

Translate into Hawaiian.

1. Mama "folks" drink kokoʻolau tea.
2. We eat fish on Friday.
3. In the evening we see big geckos in the house.
4. Work is good.
5. On hot days, we eat dinner at the restaurant.

I. Interviews

Choose a partner. Interview her by asking the following questions:

1. ʻO wai kou inoa?
2. Pehea ʻoe i kēia lā?
3. Noho ʻoe ma Honolulu? (Answer should tell where the person does live.)
4. Noho ʻoe me kou mau mākua? (If answer is yes, skip to 6.)
5. Noho kou mau mākua i Honolulu?
6. He haumana ʻoe? (Answer should tell where the student attends school.)
7. Hele ʻoe i ke kula ma ke kaʻa lawe ʻohua? (bus) (drive = kalaiwa, walk = hele wāwae)

8. Hele ʻoe i ke kula i nā lā apau? (every day) (Answer should tell the days the person does attend school.)
9. Hele ʻoe i ka hana? (Person should tell where she works: Hana au ma __________.)
10. Hana ʻoe i nā lā apau? (Person should tell what days she works.)

Your partner will interview you too, using the same questions. Now tell the class about each other, using something like this in Hawaiian:

This is my friend.
Her name is __________.
She is fine/tired/sick today.
She lives in __________.
She lives with her parents/mother/father/friend/husband. OR She lives in the dorm.
Her parents live in __________.
She is a student at __________.
She walks/drives/goes on the bus to school.
She goes to school on Monday, Tuesday, etc.
She works at __________. OR She doesn't work (ʻAʻole ʻo ia hana.)
She works on Monday, Tuesday, etc., in the morning, afternoon, evening.

Ask your teacher for help with any answers that give you trouble.

V. VOCABULARY

ʻaina ahiahi—dinner
ʻaina awakea—lunch, brunch
ʻeono—six
hale ʻaina—restaurant, cafeteria
hale noho haumana—dormitory
hale pule—church (building)
hoa aloha—friend
hoahānau—cousin
holoholo—to go out (for fun)
hoʻomākaukau—to prepare
hoʻopaʻa haʻawina—to study
hoʻoponopono—to set straight, to clean, to correct
hopena pule—weekend
i—in, on, at
ʻike—to see, to know, to meet
i laila—there
kī—tea
kipa—to visit
kīwī—TV
kokoʻolau—Hawaiian herb
kope—coffee
kula nui—university
laki—lucky
Lāpule—Sunday
ma—in, on, at
mā—"folks," "guys," and friends, and family, and spouse
makua, mākua (pl.)—parent

makuahine, mākuahine (pl.) —mother
makua kāne, mākua kāne (pl.) —father
ma laila—there
māmā—mom, mama, mother (can be used as proper name)
mea ʻai—food
mokupuni—island
naʻaukake—sausage
nānā—to watch, to look at
ʻoia—really, true
pā—yard
palaoa palai—pancake
pāpā—dad, papa, father (can be used as proper name)
Pōʻahā—Thursday
Pōʻakahi—Monday
Pōʻakolu—Wednesday
Pōʻalima—Friday
Pōʻalua—Tuesday
Pōʻaono—Saturday
pū—together
Pukikī—Portuguese
pule—week; prayer, to pray

Idioms and Phrases

Auē nō hoʻi ē!—For goodness sake!
E aloha aku ʻoe iā Loke.—Give my regards to Loke. Say hi to Loke.
Hiki nō.—Okay. It's possible.
ma hope iho—afterwards, later, then
ʻO au pū.—Me too,
ʻO ʻoe pū.—You too.

REVIEW 1

HOʻI HOPE ʻEKAHI

I. SUMMARY OF CONTENTS IN HAʻAWINA 1–6

A. Major Patterns

1. Class-inclusion sentences
2. Equational sentences
3. Imperative sentences
4. Stative verb sentences
5. Simple verb sentences
6. Infinitives
7. Direct objects
8. Indirect objects
9. Personal pronouns

B. Other Features

1. *Kēia, kēnā, kēlā*
2. *Ke, ka, nā*
3. *ʻO* and *e*
4. *Mā*
5. *A, a me, akā*
6. *I/ma*
7. *Mau* (plural)

II. EXERCISES

A.

Fill in the blanks [(b) is the answer to (a)].

1. a. He aha kēia? b. He puke ʻōlelo Hawaiʻi ________.

2. a. He peni kēnā? b. ‘A‘ole, he penikala __________.
3. a. He pōpoki nui __________? b. ‘A‘ole, he ‘īlio li‘ili‘i kēlā.
4. a. He kauka akamai ‘o Lono? b. ‘Ae, he kauka akamai loa __________.
5. a. He kāne maika‘i __________? b. ‘Ae, he kāne maika‘i loa au.
6. a. Pehea‘oukou? b. ‘Ano ‘ōma‘ima‘i __________.
7. a. Pehea __________ Kimo? b. Māika‘i nō ‘o ia.
8. a. Nānā __________ i ke kīwī? b. ‘Ae, nānā māua.
9. a. Noho ‘o Māmā __________ ma Hawai‘i? b. ‘Ae, noho lāua ma Hilo.
10. a. ‘Ai __________ keiki i ka mea ‘ai Pākē? b. ‘Ae, ‘ai nui lakou.

B.

Multiple Choice. Circle the letter of the correct sentence. Explain what is wrong with the other two.

1. a. E Makia kona inoa.
   b. Makia kona inoa.
   c. ‘O Makia kona inoa.

2. a. E ki‘i mai i kēia pepa.
   b. E ki‘i mai ‘o kēia pepa.
   c. E ki‘i mai e kēia pepa.

3. a. He ‘ōlelo Pākē puke kēlā.
   b. He puke ‘ōlelo Pākē kēlā.
   c. Puke ‘ōlelo Pākē kēlā.

4. a. He pua nani kēia.
   b. E pua nani kēia.
   c. ‘O pua nani kēia.

5. a. Aloha kakahiaka, ‘o Mele.
   b. Aloha kakahiaka, Mele.
   c. Aloha kakahiaka, e Mele.

6. a. Aloha kāua, e nā haumana.
   b. Aloha ‘oukou, e nā haumana.
   c. Aloha kākou, e nā haumana.

7. a. E hele ‘oukou i ka papa.
   b. E hele ‘oukou ka papa.
   c. E hele ‘oukou iā ka papa.

8. a. E hāʻawi aku ʻoe i ka lei ʻo Noʻeau.
   b. E hāʻawi aku ʻoe i ka lei i Noʻeau.
   c. E hāʻawi aku ʻoe i ka lei iā Noʻeau.

9. a. E hāʻawi mai i kaʻa.
   b. E hāʻawi mai i ke kaʻa.
   c. E hāʻawi mai i ka kaʻa.

10. a. E kiʻi aku ʻoe i ka ʻai.
    b. E kiʻi aku ʻoe i ʻai.
    c. E kiʻi aku ʻoe i ke ʻai.

11. a. Holoholo kaʻohana i Waikīkī.
    b. Holoholo ka ʻohana iā Waikīkī.
    c. Holoholo ka ʻohana ʻo Waikīkī.

12. a. Aloha au e Kaʻaʻawa.
    b. Aloha au iā Kaʻaʻawa.
    c. Aloha au i Kaʻaʻawa.

C. Verbless Sentences (Class-Inclusion and Equational Sentences)

Translate into Hawaiian.

1. Who is your father?
2. My father is Keliʻi.
3. He's a school teacher.
4. My mother is a doctor.
5. This is Monday.
6. That is a big church.
7. This is a very pleasant yard.
8. She's my cousin.
9. That (near) is the Hawaiian language book.
10. The doctor is his friend.

D. Imperative, Stative, and Simple Verb Sentences

Translate into Hawaiian.

1. My family works together to clean the house on the weekend.
2. Afterwards we go out to Hanauma to dive.
3. The fishermen climb the cliffs to look at the sea.
4. The lazy boys are very sulky.
5. Give this bread to the birds in the yard.
6. Her father and mother are happy to see her.

7. Please make the tea and coffee.
8. Beer is delicious on hot days.
9. You-all visit me in my house in Mā‘ili!
10. That Portuguese woman makes delicious bread.

E.

Fill in the blanks with *e, ‘o, ma, i, iā, mā.* Translate the completed sentences into English.

1. _____ ‘Alapaki ko‘u makua kāne.
2. _____ nā haumana, e hele mai ‘oukou.
3. Noho _____ Loke _____ i Nānākuli.
4. _____ wai kona inoa?
5. Ho‘omākaukau _____ Pāpā _____ ka palaoa palai _____ ka Lāpule.
6. _____ Loke, e hā‘awi aku ‘oe _____ ke kī koko‘olau _____ Māmā.
7. Eia ke kī, _____ Māmā!
8. E aloha aku ‘oe _____ ka ‘ohana.
9. E kōkua ‘oukou _____ ia.
10. Ho‘opa‘a ha‘awina lākou _____ ke ahiahi.
11. ‘Ai ko‘u hoa aloha _____ ko‘u hale _____ ka hopena pule.
12. Ho‘i aku au _____ Hilo _____ ke kau wela.
13. Inu nā manu _____ ka wai pua.

7

HA‘AWINA ‘EHIKU

Ua Verb Sentences

I. BASIC SENTENCES

1. Ua hele au i nehinei.	1. I went yesterday.
2. Ua huhū loa ‘o Māmā mā.	2. Mama "guys" are really mad.
3. Moloā loa nā keiki i kēia mau lā.	3. The kids are really lazy these days.
4. E ‘ai pū kāua!	4. Let's eat together!
5. Ua hele mai ko‘u mau hoahānau mai Hilo mai.	5. My cousins came from Hilo.
6. He mea ‘ai ma‘a mau kēia ma Kaua‘i.	6. This is a common dish on Kaua‘i.
7. ‘O McDonald's ka hale ‘aina ma‘a mau ma Honolulu nei.	7. McDonald's is the common place to eat here in Honolulu.
8. Nui nā ‘opihi.	8. The ‘opihi are plentiful.
9. He mea pipi‘i loa ia.	9. It is a very expensive item.

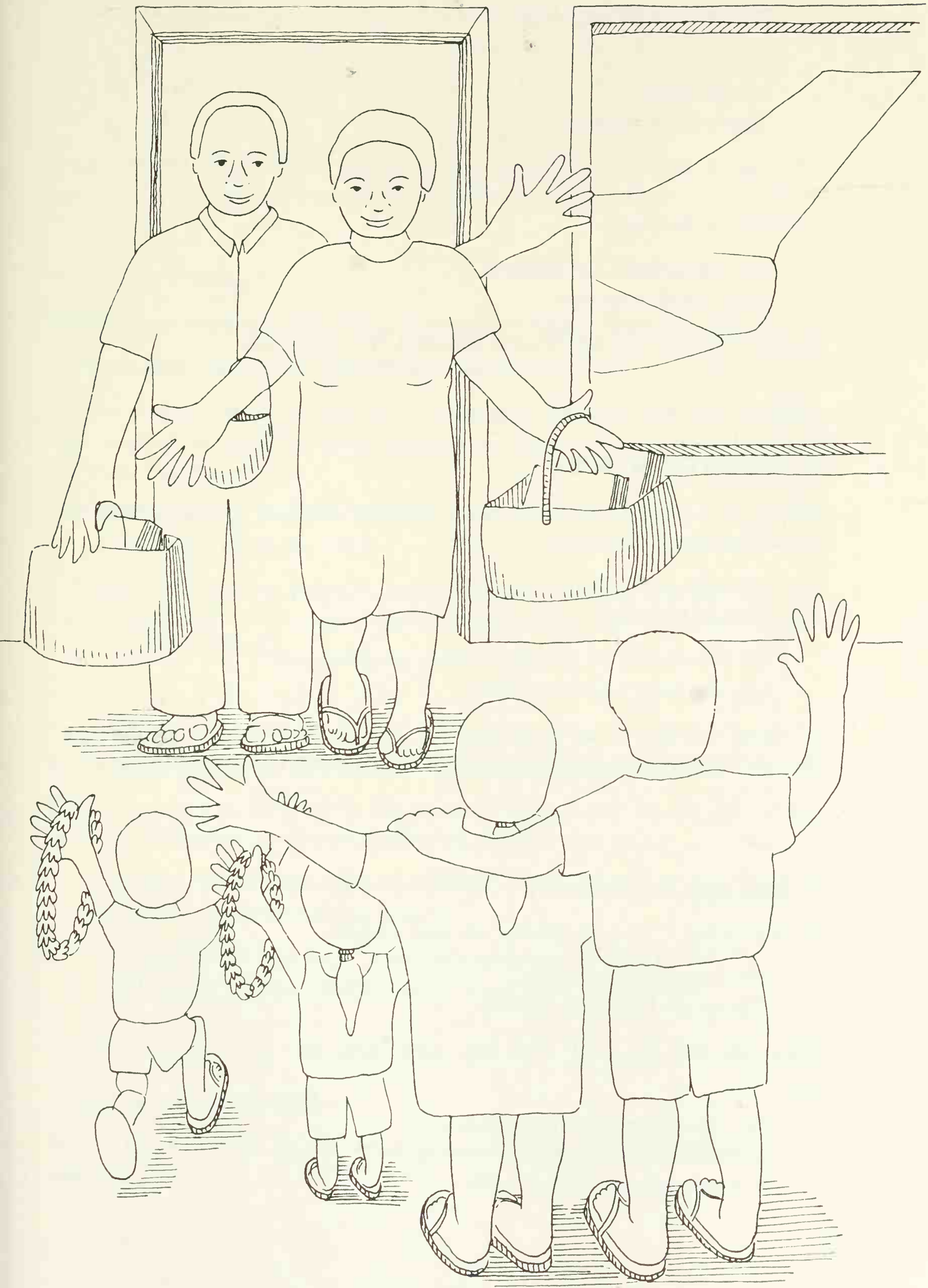
II. EXPLANATIONS

1. *Ua* with Stative Verbs

When *ua* precedes stative verbs, it tells us that the **state** or **condition** described by the verb has already been reached. That condition might still exist.

Ua huhū loa ‘o Māmā mā.
Mama "guys" are really mad.

Ua pau ka hana.
The work is finished.



These sentences are not really different in meaning from the pattern you learned in Ha‘awina 5:

Huhū loa ‘o Māmā mā.
Mama "guys" are really mad.

Pau ka hana.
The work is finished.

The use of *ua* in these sentences is optional, but common. Sometimes another part of the sentence makes it clear that the state or condition occurred in the past:

Ua māluhiluhi au i nehinei.
I was tired yesterday.

Again, although the use of *ua* is optional, it is common.

2. *Ua* with Other Verbs

When *ua* is used with other verbs (action verbs), it indicates that the action has been completed.

Ua hele au i nehinei.
I went yesterday.

Ua hele mai ko‘u mau hoahānau mai Hilo mai.
My cousins came from Hilo.

In these instances, *ua* is similar to English past tense. Remember, though, that *ua* with stative verbs can be translated as present tense.

3. *Mau* with Determiners

In Ha‘awina 2, you learned to use *mau* with *he:*

He mau pua nani kēnā.
Those are beautiful flowers.

Mau can also be used with *kēia, kēnā, kēlā,* and possessives to form plurals:

ko‘u mau hoahānau—my cousins
kēia mau lā—these days
kēlā mau mea ‘ai—those foods

4. *E* Imperative with *Kāua/kākou*

When the imperative marker *e* is used with *kāua* (you and I) or *kākou* (you-all and I), the sentence is similar to English "let's" sentences:

> E hele kāua!
> Let's (you and I) go!
>
> E ʻai pū kākou!
> Let's all eat together!

5. *Mai* as "from"

When *mai* precedes a common noun or place name, it means "from":

> *Mai Hilo mai*—from Hilo (toward me here)

The *mai* after "Hilo" is the directional and indicates that the motion was toward the speaker. If the motion is away from the speaker, then the directional is *aku:*

> Ua hele lākou mai koʻu hale aku.
> They went from my house.

If there has been no motion, no directional is used. Do not use *mai* meaning "from" with proper names or pronouns! You will learn those forms in Haʻawina 8.

6. Expanded Class-Inclusion and Equational Sentences

The patterns you learned in Haʻawina 2 and 3 can be expanded by adding prepositional phrases to the end of the sentences.

> He mea ʻai maʻa mau kēia ma Kauaʻi.
> This is a common dish on Kauaʻi.
>
> ʻO McDonald's ka hale ʻaina maʻa mau ma Honolulu nei.
> McDonald's is the common place to eat here in Honolulu.

7. *Nui* as a Stative Verb

When *nui* is used as a verb, it often means "there's a lot of" or "there are many":

Nui nā ʻopihi ma Keaukaha.
There's a lot of ʻopihi at Keaukaha.

Nui ka pilikia.
There's a lot of trouble.

Nui nā hale ma Waikīkī.
There are many buildings at Waikīkī.

8. Inanimate Subjects and Objects

When the object of an English sentence is "it," or the subject or object is "they" or "them" referring to inanimate things, Hawaiian either drops the object or repeats the noun. In other words, you can't refer to books and rocks as *lāua* or *lākou*.

9. *Nei*

There are many uses of *nei;* in this lesson it is used after a place name, and it indicates that the speaker is at the place mentioned:

ma Honolulu nei—here in Honolulu

This is the usage intended in the commonly used phrase, "Hawaiʻi nei," but because the expression also carries overtones of affection, it is now often used by homesick Hawaiians around the world.

10. *Nehinei*

Unlike most nouns, *nehinei* is not preceded by an article *(ka).* It is preceded by *i* when used as a time phrase. When it is the subject, it is preceded by *ʻo.*

Ua hele au i nehinei.
I went yesterday.

He lā wela ʻo nehinei.
Yesterday was a hot day.

III. DIALOGS

1. Kono ʻo Nuku iā Kekailoa e heʻenalu

Nuku: E Kekailoa, e hele kāua i ka heʻenalu i kēia ʻauinalā.

Kekailoa: Ua hele au i nehinei.

Nuku: E hele hou aku nō!

Kekailoa: ʻAʻole hiki. Ua huhū loa ʻo Māmā mā.

Nuku: No ke aha mai?

Kekailoa: Ua hele au i ka heʻenalu, akā, ʻaʻole pau ka hana ma ka hale.

Nuku: Auē nō hoʻi ē! Ua hūpō loa ʻoe!

Kekailoa: ʻAe. Ua ʻōlelo mai ʻo Pāpā, "E noho mālie ʻoe ma ka hale!"

Nuku: Inā pēlā, e ʻae mai ʻoe i kou papa heʻenalu hou, e ʻoluʻolu ʻoe.

Kekailoa: Hiki nō, akā, e mālama pono ʻoe i ka papa. He mea pipiʻi loa ia.

Nuku: ʻAʻole pilikia. He kanaka mākaukau loa au.

Kekailoa: Tsā! He kanaka hemahema ʻoe. E heʻenalu ʻoe me kou papa ponoʻī!

2. Kelepona ʻo Leilehua iā Mēlia

Leilehua: Aloha kakahiaka. Makemake au e ʻōlelo aku iā Mēlia.

Mēlia: ʻO au nō kēia. Pehea ʻoe, e Leilehua?

Leilehua: Auē! Ua ʻike ʻoe i koʻu leo. Maikaʻi nō au i kēia lā. A ʻo ʻoe?

Mēlia: Hauʻoli loa au, no ka mea, ua hoʻi nā keiki i ke kula i kēia kakahiaka.

Leilehua: A pehea? Ua hauʻoli lākou?

Mēlia: ʻAʻole. ʻAno nuha lākou.

Leilehua: No ke aha lā?

Mēlia: Makemake lākou e pāʻani i ka pā, a ʻauʻau kai.

Leilehua: Tsā! Moloā loa nā keiki i kēia mau lā. Ua pau ke kau wela, pau ka pāʻani i ka lā apau.

Mēlia: ʻAe, pololei nō ʻoe. A hauʻoli loa au e noho mālie i ka hale.

Leilehua: ʻO au pū. Auē, ua hoʻi mai koʻu makua kāne e ʻai, akā ʻaʻole mākaukau ka ʻaina awakea. A hui hou.

Mēlia: ʻAe. A hui hou aku nō.

3. Ho‘omākaukau ‘o Leilehua i ka ‘aina awakea

Leilehua: E Pāpā, mai e ‘ai. Ua mākaukau ka ‘aina awakea.
Pāpā: E ‘ai pū kāua!
Leilehua: Ua ‘ai au i kēia kakahiaka, a piha ko‘u ‘ōpū.
Pāpā: ‘A‘ole pilikia. E ‘ai hou nō! ‘Ono loa kēia i‘a.
Leilehua: Ua lawe mai ko‘u mau hoa aloha i ke enenue, ka pa‘akai a me ka limu kohu mai Kaua‘i mai.
Pāpā: A, ua hana ‘oe i ke enenue poke me kēia mau mea?
Leilehua: ‘Ae. Ua ho‘omākaukau au i ka poke me kēia mau mea a me ka ‘inamona. He mea ‘ai ma‘a mau kēia ma Kaua‘i.
Pāpā: ‘Oia nō? Ua laki nō lākou. ‘O McDonald’s ka hale ‘aina ma‘a mau ma Honolulu nei.
Leilehua: Aloha ‘ino, pololei ‘oe.

4. Kono ‘o Leilehua iā Mēlia i ka ‘aina ahiahi

Leilehua: E Mēlia, e ‘ai pū kākou i ka ‘aina ahiahi ma ko‘u hale.
Mēlia: Hiki nō, mahalo. I kēia lā?
Leilehua: ‘Ae. Ua hele mai ko‘u mau hoahānau mai Hilo mai i nehinei. Ua lawe mai lākou i kēia mau mea‘ono.
Mēlia: ‘O ka mea‘ono i‘a Kepanī?
Leilehua: ‘Ae, a me ka ‘opihi mai Keaukaha, ka pipi kaula mai Pāpa‘aloa, a me ka poi ‘ulu.
Mēlia: Kaulana loa kēia mau mea ‘ai mai Hawai‘i, akā, ‘ano pipi‘i ka ‘opihi, ‘a‘ole anei?
Leilehua: ‘Ae, pipi‘i loa. Akā, ua hele ko‘u mau hoahānau e ku‘i ‘opihi ma Keaukaha, a laki nō lākou. Nui nā ‘opihi.
Mēlia: Laki nō kākou e ‘ai i kēia mau mea ‘ai. A hui hou i kēia ahiahi.
Leilehua: A hui hou.

Dialog Notes

Dialog 1 illustrates how hard it is to refuse to lend something to a friend, but it also shows what happens to a person who brags about himself. Dialog 3 shows us that eating is a social activity for Hawaiians: “let’s eat together,” “eat again because it’s delicious.” Along with dialog 4, it names some of the special foods that Kaua‘i and Hawai‘i produce and tells of the common practice of bringing local specialties when traveling interisland.

IV. EXERCISES

A. *Ua* with Stative Verbs

Translate into Hawaiian.

1. Breakfast is ready; come and eat.
2. Jerked beef is really expensive nowadays.
3. Japanese fishcake from Hilo is very famous.
4. This fresh bread from Molokaʻi is very delicious.
5. The kids are ready to go to school.
6. The sea was calm on Sunday.
7. We here in Hawaiʻi are fortunate indeed.
8. My cousin is really awkward on the surfboard.
9. Are you accustomed to Hawaiian food?
10. The whole family was lazy this morning.

B. *Ua* with Action Verbs

Translate into Hawaiian.

1. My family went to Kauaʻi this summer.
2. We lived in a big house in Kīlauea.
3. The kids surfed all day at Kalihiwai.
4. The little kids played in the sand.
5. Papa "folks" gathered ʻopihi on the big rocks.
6. My cousins prepared lunch.
7. They brought poke, limu kohu, and salt.
8. We ate the Hawaiian food heartily *(ʻai nui).*
9. My parents wanted to eat the famous bread from Kīlauea.
10. They (2) went cruising to Kīlauea to pick up the bread and goodies.

C. *Mau* with Determiners

Translate into Hawaiian.

1. his lazy friends
2. your Japanese cousins
3. my old cars
4. these quiet days
5. those (distant) common foods
6. those (distant) expensive surfboards

7. my parents
8. these beautiful islands
9. her pretty clothes
10. those (near) lovely leis

D. *E* Verb *Kāua/Kākou*

Translate into Hawaiian.

1. Kekailoa, let's eat at the Japanese restaurant this evening.
2. Let's all go surfing on Saturday.
3. Leilehua, let's visit your friends on Kauaʻi.
4. Eh, kids, let's play in the yard.
5. Hey, Dad, let's prepare breakfast.

E. *Mai* (from)

Translate into Hawaiian.

1. Kala "folks" went back to Kauaʻi from my house yesterday.
2. They gave me this good salt from Hanapēpē.
3. My parents invited my cousins to come from Molokaʻi.
4. Bring your own surfboard from your house.
5. People from Kansas are rather ill prepared for ocean swimming.

F. Verbless Sentences with Prepositional Phrases

Translate into Hawaiian.

1. ʻUlu poi is a common food in Hilo.
2. The most expensive dish (food) in this Hawaiian restaurant is the jerked beef.
3. Tom Selleck is a very famous person here in Hawaiʻi.
4. My mother is a Hawaiian language teacher at the university.
5. St. Andrew's Cathedral is the largest *(nui loa)* church in Honolulu.

G. *Nui ka/nui nā*

Translate into Hawaiian.

1. There are many students at the university in Mānoa.
2. There are many cars at Ala Moana.

3. There is a lot of work at school.
4. There is a lot of love at my church.
5. There are many people at McDonald’s all day.

V. VOCABULARY

‘ae—to lend (i.e., to permit, to agree)
apau—all, entire, whole
‘au‘au—to bathe, to swim
‘au‘au kai—to swim in the ocean
‘ehiku—seven
enenue, nenue—chub or pilot fish
he‘enalu—to surf
hemahema—awkward, clumsy, ill prepared, unskilled
huhū—angry, mad
hūpō—stupid
inā—if
inamona—roasted pounded kukui nut
kaulana—famous
kelepona—telephone
Kepanī—Japanese
kono—to invite
ku‘i ‘opihi—to gather ‘opihi
lawe—to bring or take
lawe aku—to take
lawe mai—to bring
leo—voice
limu kohu—highly prized pink or dark red seaweed
ma‘a—used to, accustomed, familiar with
ma‘a mau—common, usual, customary
mai—from
mākaukau—prepared, skilled, proficient
makemake—to want, to desire, to like
mālie—quiet, calm
mea‘ono—cake, dessert, goodies
nehinei—yesterday
nui—plentiful
one—sand
‘opihi—limpet (shellfish)
pā‘ani—to play
papa he‘enalu—surfboard
pēlā—like that
pipi—beef, cattle
pipi kaula—jerked beef (lit., rope beef)
pipi‘i—expensive
poke—to cut in small pieces
pololei—correct
pono‘ī—one’s own, personal, private
ua—completed action or achieved state marker
‘ulu—breadfruit

Idioms and Phrases

‘A‘ole anei?—Isn’t that so?
‘a‘ole hiki—can’t; impossible
inā pēlā—if that’s the case; if it’s like that
ka lā apau—all day

kēia lā—today
kēia mau lā—these days, nowadays
meaʻono iʻa Kepanī—Japanese fishcake
noho mālie—to sit still; to be quiet
no ka mea—because (preceding complete sentence)

8

HA‘AWINA ‘EWALU

E Verb *Ana* Sentences

I. BASIC SENTENCES

Nā Keiki kāne: ‘Alapaki (41 makahiki), Kimo (40), Lopaka (39)
Nā Kaikamāhine: Lilinoe (45), Pualani (33), Māmā, Luika (39)

1. ‘O Luika lāua ‘o Pualani ko‘u mau kaikaina.	1. Luika and Pualani are my younger sisters. (Lilinoe speaking)
2. ‘O Kimo lāua ‘o Lopaka ko‘u mau kaikaina.	2. Kimo and Lopaka are my younger brothers. (‘Alapaki speaking)

3. ʻO Lilinoe lāua ʻo Luika koʻu mau kaikuaʻana.	3. Lilinoe and Luika are my older sisters. (Pualani speaking)
4. ʻO ʻAlapaki lāua ʻo Kimo koʻu mau kaikuaʻana.	4. ʻAlapaki and Kimo are my older brothers. (Lopaka speaking)
5. ʻO ʻAlapaki, ʻo Kimo, a ʻo Lopaka koʻu mau kaikunāne.	5. ʻAlapaki, Kimo, and Lopaka are my brothers. (sister speaking)
6. ʻO Lilinoe, ʻo Luika, a ʻo Pualani koʻu mau kaikuāhine.	6. Lilinoe, Luika, and Pualani are my sisters. (brother speaking)
7. E hele ana ʻoe i hea?	7. Where are you going?
8. He mau makana kēia maiā Lilinoe mai.	8. These are some gifts from Lilinoe.
9. E lawe aku ana ʻoe i kēnā mau mea maiā ia i kou mau kūpuna?	9. Are you taking those things from her to your grandparents?
10. E aha ana ʻoe?	10. What are you doing?
11. E hele mai ana ʻo ia i kēlā ʻapōpō.	11. She's coming tomorrow. She will come tomorrow.

II. EXPLANATIONS

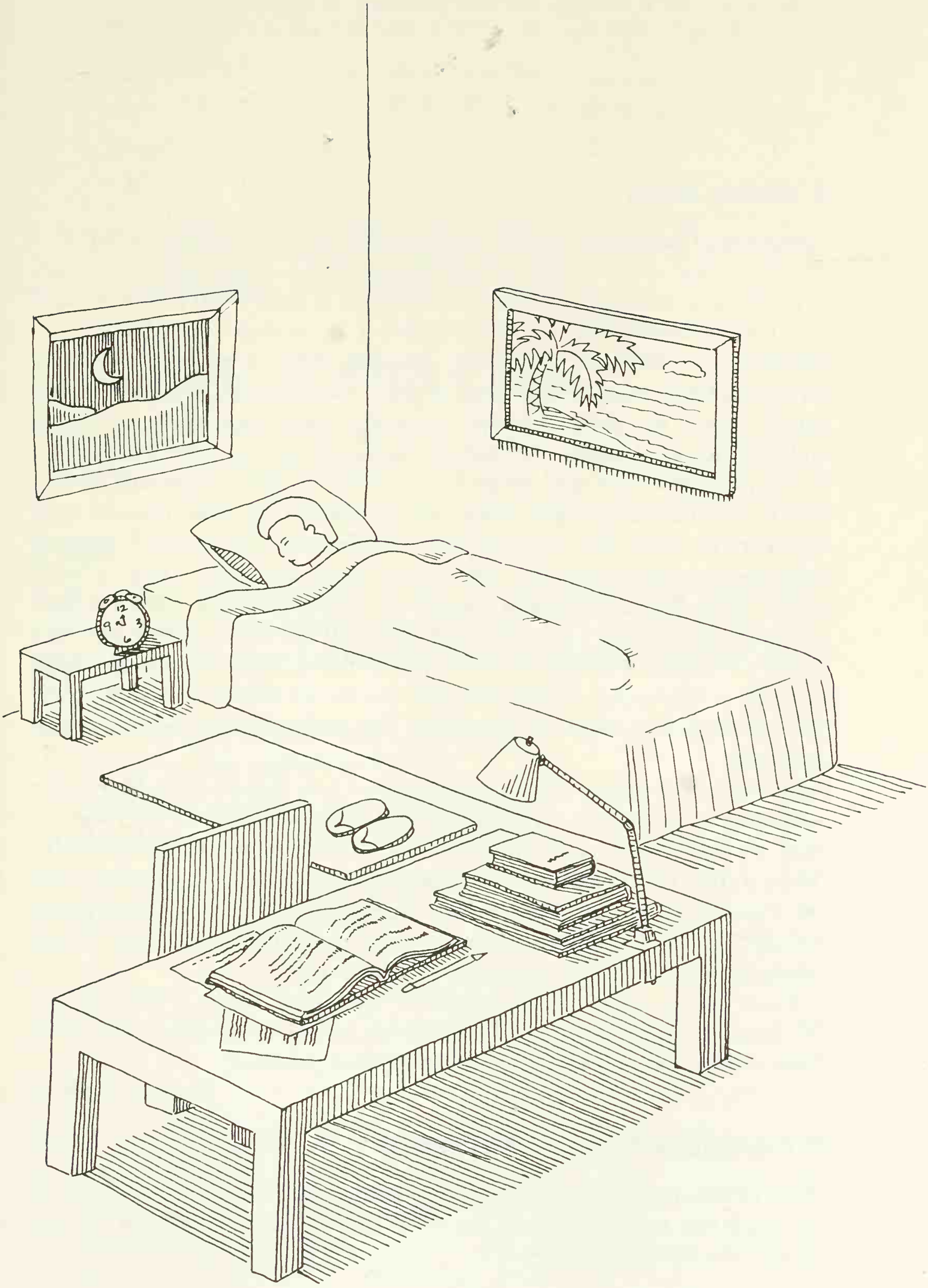
1. *E* Verb *Ana* Sentences

E verb *ana* is used to show that the action is incomplete; either it is still going on (progressive) or it hasn't even started (future). Certainty as to whether the activity is progressive or future must come from something else in the sentence or conversation or composition.

E hele ana ʻoe i hea?
Where are you going? Where will you go?
(The person is still going or hasn't left yet.)

E lawe aku ana ʻoe i kēnā mau mea?
Are you taking those things?
Will you take those things?

E hele mai ana ʻo ia i kēlā ʻapōpō.
She's coming/will come tomorrow.


12
9
3
6

When the verb is stative, the idea is always future. This construction is not common.

> E maikaʻi ana au.
> I will be better (later).

2. Sibling Terms

The words Hawaiians use for brothers and sisters are linked to the relationships that traditionally existed among them. There are two factors to consider when looking at the children in a family: their gender and their relative ages.

Gender: In traditional Hawaiian families, boys and girls had very clearly defined roles. Regardless of their relative ages, the girls in the family cared for their brothers' domestic needs and were, in effect, mini-mothers. Likewise, the boys in the family looked after their sisters in the outside world and helped to provide for their economic needs, much as their fathers did. What was important in these relationships was gender; once they were beyond childhood it was expected that all boys did certain things for their sisters and vice versa. Thus a man called all his sisters *kaikuahine* regardless of whether they were younger or older. In the same way, a woman called all her brothers *kaikunāne.* To specify whether a sibling of the opposite sex is older or younger than oneself, modern-day Hawaiians add the terms *hānau mua* (older, lit., born before) and *hānau hope* (younger, lit., born after) to *kaikuahine* and *kaikunāne.*

Age: Among brothers only, or sisters only, it was important to know who was older and younger, because brothers assumed a father/son relationship to each other, and sisters had a mother/daughter relationship. Thus a man called his older brothers *kaikuaʻana,* while a woman used the same word for her older sisters. A man's younger brother was his *kaikaina,* and a woman called her younger sister the same thing. These labels were only used for siblings of the same sex.

Even today most native speakers use these forms, although on Niʻihau, the only existing Hawaiian-speaking community, they have been totally replaced by *tita* (sister) and *palala* (brother).

3. Compound Subjects and Objects

When Hawaiian sentences name two people, the form used is X *lāua ʻo* Y. If the two are the subject, the form is *ʻo* X *lāua ʻo* Y; if they are the object, the form is *iā* X *lāua ʻo* Y.

ʻO Luika lāua ʻo Pua koʻu mau kaikaina.
Luika and Pua are my younger sisters.

E noho ana ʻo Luika lāua ʻo Pua i Honolulu.
Luika and Pua are living in Honolulu.

E aloha aku ʻoe iā Luika lāua ʻo Pua.
Say hi to Luika and Pua.

If more than two names are used as the subject, the common form is *ʻo* X, *ʻo* Y, *a ʻo* Z. It is not common to have a compound object; it would be more natural to add *mā* to the name of one person.

ʻO ʻAlapaki, ʻo Kimo, a ʻo Lopaka koʻu mau kaikunāne.

ʻAlapaki, Kimo, and Lopaka are my brothers.

4. *Maiā*

In Haʻawina 7 you learned to use *mai,* "from," before place names and common nouns. When talking about "from" with people's names and pronouns, the preferred form is *maiā.* The only exception is "from me," which is *mai aʻu.*

He mau makana kēia maiā Lilinoe mai.
These are some gifts from Lilinoe.

Maikaʻi loa kēia mau mea maiā ia mai.
These things from her are very good.

Ua ʻike au i nā kiʻi maiā lākou mai.
I saw the pictures from them.

5. *Kēlā ʻapōpō*

ʻApōpō is often preceded by *kēlā,* rather than *ka.* When used as a time phrase, it is preceded by *i,* as is the usual pattern.

E hele mai ana ʻo ia i kēlā ʻapōpō.
She's coming tomorrow.

III. DIALOGS

1. ʻO Ka ʻOhana Ikaika

Nā Kaikamāhine	**Nā Keiki kāne**
ʻO Lilinoe (45 makahiki)	ʻO ʻAlapaki (41)
ʻO Luika (43)	ʻO Kimo (40)
ʻO Pualani (33)	ʻO Lopaka (39)

ʻO Lilinoe: Aloha. ʻO au ka hiapo.
Noho au i Hilo.
ʻO Luika lāua ʻo Pualani koʻu mau kaikaina.
ʻO ʻAlapaki, ʻo Kimo, a ʻo Lopaka koʻu mau kaikunāne.

ʻO Luika: Aloha. ʻO Luika koʻu inoa.
Noho au i Honolulu.
ʻO Lilinoe koʻu kaikuaʻana.
ʻO Pualani koʻu kaikaina.
ʻO ʻAlapaki, ʻo Kimo, a ʻo Lopaka koʻu mau kaikunāne.

ʻO Pualani: Aloha. ʻO au ka muli loa.
Noho au i Honolulu.
ʻO Lilinoe lāua ʻo Luika koʻu mau kaikuaʻana.
ʻO ʻAlapaki, ʻo Kimo, a ʻo Lopaka koʻu mau kaikunāne.

ʻO ʻAlapaki: Aloha. ʻO au ʻo ʻAlapaki.
Noho au i Hilo.
ʻO Kimo lāua ʻo Lopaka koʻu mau kaikaina.
ʻO Lilinoe, ʻo Luika, a ʻo Pualani koʻu mau kaikuāhine.

ʻO Kimo: Aloha. ʻO Kimo koʻu inoa.
Noho au i Hilo.
ʻO ʻAlapaki koʻu kaikuaʻana.
ʻO Lopaka koʻu kaikaina.
ʻO Lilinoe, ʻo Luika, a ʻo Pualani koʻu mau kaikuāhine.

ʻO Lopaka: Aloha. ʻO au ʻo Lopaka.
Noho au i Hilo.
ʻO ʻAlapaki lāua ʻo Kimo koʻu mau kaikuaʻana.
ʻO Lilinoe, ʻo Luika, a ʻo Pualani koʻu mau kaikuāhine.

2. Ma ke alanui i Honolulu

Nanea: Hūi, e Pualani. E hele ana ‘oe i hea?
Pualani: E hele aku ana au e kipa iā Tūtū mā. E hele pū kāua.
Nanea: Hiki nō, mahalo. He aha kēnā pū‘olo nui?
Pualani: He mau makana kēia maiā Lilinoe mai.
Nanea: ‘O wai ‘o ia?
Pualani: ‘O ko‘u kaikua‘ana. E noho ana ‘o ia ma Hilo.
Nanea: E lawe aku ana ‘oe i kēnā mau mea maiā ia i kou mau kūpuna?
Pualani: ‘Ae. Makemake lāua i ke kī koko‘olau a me ka pelena poepoe mai Hilo.

3. Ma ke kelepona i Honolulu

Pualani: E Luika, e ‘olu‘olu ‘oe, e ki‘i aku ‘oe i nā keiki ma ke kula i kēia ‘auinalā.
Luika: Hiki nō. He aha kou pilikia?
Pualani: E hele aku ana au i ke kauka.
Luika: Auē! Ua hāpai hou ‘oe?
Pualani: ‘A‘ole loa! Ua ‘eha ko‘u lima.
Luika: E kū a‘e ‘oe i ka lima i ka wai wela me ka pa‘akai.
Pualani: Ua hana au pēlā, akā, ‘a‘ole pau ka ‘eha.
Luika: Auē nō ho‘i ē! E mālama pono ‘oe!
Pualani: ‘Ae, e hele aku ana au i ke kauka.
Luika: Maika‘i. Ma hope iho, e hele mai i ko‘u hale e ‘ai i ka ‘aina ahiahi me nā keiki.
Pualani: Mahalo nui loa, e Luika. He kaikua‘ana lokomaika‘i ‘oe.

4. E noho ana ‘o ‘Alapaki i kona hale ma Hilo.

Haunani: E ‘Alapaki, e aha ana ‘oe?
‘Alapaki: E nānā a‘e ana au i kēia mau ki‘i.
Haunani: Auē ka nani! ‘O wai kēia wahine?
‘Alapaki: ‘O ko‘u kaikuahine, ‘o Pua.
Haunani: Noho ‘o ia ma Hilo nei?
‘Alapaki: ‘A‘ole. E noho ana ‘o ia ma Honolulu.
Haunani: E aha ana ‘o ia i laila?
‘Alapaki: He kumu ‘ōlelo Hawai‘i ‘o ia ma ke kula nui i Mānoa.
Haunani: ‘O ia ka muli loa?
‘Alapaki: ‘Ae, a ‘o Lilinoe ka hiapo. E hele kāua e ‘ai i ka ‘aina awakea i kona hale ‘aina.
Haunani: Hiki nō! E hele aku nō kāua!

5. Ma ke alanui i Hilo

Nīele: E Lopaka, e aha ana ‘oe?
Lopaka: E kali ana au iā ‘Alapaki mā.
Nīele: ‘O kou mau kaikua‘ana lāua?
Lopaka: ‘Ae. E hele aku ana mākou e kipa aku iā Lilinoe, ko‘u kaikuahine. E hele pū kākou.
Nīele: Mahalo, akā, ‘a‘ole hiki. E ho‘omākaukau iho ana ‘o Māmā i ka ‘aina awakea, a e ho‘i aku ana au e ‘ai.
Lopaka: E aloha aku iā Māmā mā. A hui hou.
Nīele: ‘Ae, e mālama pono.

6. Ma Hilo

Noelani: E Lilinoe, ua hiki mai kou kupuna wahine mai Honolulu mai?
Lilinoe: ‘A‘ole. E hele mai ana ‘o ia i kēlā ‘apōpō.
Noelani: Pehea kou kupuna kāne? E hele mai ana ‘o ia?
Lilinoe: ‘A‘ole. E noho ana ‘o ia me Luika mā. Nui ka ua ma Hilo nei, a ‘eha kona mau iwi.
Noelani: Aloha ‘ino! He minamina kēlā. Makemake loa au i ka ua nui.
Lilinoe: ‘O au pū. Maika‘i ka hiamoe i ka pō ua nui.

Dialog Notes

These conversations include many examples of how Hawaiian families and close friends relate to each other. Sharing food and eating together is a major element; helping each other is another (see additional dialogs in the exercises). Concern and respect for older relatives is expressed by frequent visits and sending gifts.

IV. EXERCISES

A.

Draw a picture of your family. Take the part of each member and write about the family (follow dialog 1). If you are an only child, invent some brothers and sisters!

B. *E* Verb *Ana* and *E* Verb Sentences

Translate into Hawaiian.

On the telephone:

Kaulu: We-all (exclusive) are going out on Saturday. Let's go together!
Pua: Impossible. I'm straightening up the house. My older sister is arriving from Hilo on Sunday in the afternoon.
Kaulu: Clean the house in the morning.
Pua: I'm going to church in the midmorning, and we are eating brunch there. Afterwards, I'm picking her up.
Kaulu: Let's (you and me) clean the house together on Saturday, and afterwards let's go out!
Pua: Thanks a lot, Kaulu. You're a really good friend.

C. He mau nīnau e pili ana i ka ʻohana Ikaika

Answer these questions in Hawaiian:

1. ʻO wai ka hiapo?
2. ʻO wai ka muli loa?
3. E noho ana ʻo Luika i Hilo?
4. E noho ana kona kaikuaʻana i Hilo?
5. E noho ana kona kaikaina i Hilo?
6. E noho ana kona mau kaikunāne i Hilo?
7. E hana ana ʻo Lilinoe i ke kula?
8. Ua hāpai hou ʻo Pualani?
9. E kōkua ana ʻo Luika iā Pualani?
10. E hele ana ʻo Tūtū Kāne i Hilo?

D. Mixed Review

Translate into Hawaiian.

Nanea: Hey there, Pua, where are you going?
Pua: I'm taking this bundle to my grandparents. It's a present from my brothers.
Nanea: Food from Hilo?
Pua: Yes, saloon pilot crackers. Tūtū "folks" are waiting for these crackers from them. They soak the crackers in coffee.
Nanea: That's a common practice. And so delicious!
Pua: Come eat breakfast tomorrow. There'a s lot of crackers at my house.
Nanea: Thanks. See you tomorrow.

V. VOCABULARY

ala—path, way
ala nui—street, road
‘apōpō—tomorrow
‘eha—sore, hurt
e verb ana—incomplete action markers
hānau—to give birth
hānau hope—younger (lit., born after)
hānau mua—older (lit., born before)
hāpai—to carry, to be pregnant
hiamoe—to sleep; sleep
hiapo—eldest child in a family
hiki—to arrive
hūi—halloo; hey there
i hea—where (only in questions)
iwi—bone
kaikaina—younger sibling of the same sex
kaikua‘ana—older sibling of the same sex
kaikuahine, kaikuāhine (pl.)—sister of a male
kaikunāne—brother of a female
kali—to wait for (takes object markers)
ki‘i—picture, photo, any image
kū—to soak
kupuna, kūpuna (pl.)—grandparent
kupunahine, kupunāhine (pl.)—grandmother
kupuna kāne, tūtū kāne, tūtū pā—grandfather
kupuna wahine, tūtū wahine, tūtū mā—grandmother
lima—hand
lokomaika‘i—goodhearted
maiā—from (with names, pronouns)
makahiki—year
makana—present, gift
me—with
minamina—pity, regrettable
moe—to lie down, recline
muli loa—youngest child in a family
pelena—cracker
pelena poepoe—saloon pilot cracker
pō—night
pū‘olo—bundle, package
tūtū—grandparent (usable as a proper name)
ua—rain

Idioms and Phrases

Auē ka nani!—Oh how beautiful!
E aha ana ‘oe?—What are you doing?
He aha kou pilikia?—What’s your problem?

9

HA‘AWINA ‘EIWA

K-Possessives and *Aia* Locational Sentences

I. BASIC SENTENCES

1. Aia he pā‘ina ma ko Lilinoe hale ‘aina.	1. There's a party at Lilinoe's restaurant.
2. Aia ka pā‘ina ‘ohana i ka hale ‘aina Pākē.	2. The family party is at a Chinese restaurant.
3. Aia ka pā‘ina i ka lā hea?	3. What day is the party?
4. Aia ka pā‘ina i kēia pule a‘e i ka Pō‘alima a me ka Pō‘aono.	4. The party is next week on Friday and Saturday.
5. Aia i hea nā haumana apau?	5. Where are all the students?
6. Aia lākou i ko ke kumu hale.	6. They are at the teacher's house.
7. Eia nō mākou apau ma kēia hale ‘aina i kēia ahiahi.	7. We are all here at this restaurant this evening.
8. E ola mau ana nō ko mākou mau mākua.	8. Our parents are still living.
9. E ho‘i hou mai ana nō ‘o ia.	9. He's coming right back again.
10. He aha kou makemake?	10. What do you want?
11. He aha kā kākou mea ‘ai?	11. What are we eating?
12. Hau‘oli loa māua ‘o Keola e ‘ike i ko ‘oukou makuahine.	12. Keola and I are very happy to meet your mother.

II. EXPLANATIONS

1. K-possessives

You already know three possessives: *ko‘u* (my), *kou* (your), and *kona* (his, her). To form possessives with other pronouns and nouns, put *ko* before the pronoun or noun:

ko mākou makuahine	our mother
ko ke kumu ka‘a	the teacher’s car
ko Lilinoe hale ‘aina	Lilinoe’s restaurant

Up to this point, you have only used the possessives you know with a limited group of the nouns you have learned. This is because Hawaiian divides everything in the world into two categories and has two sets of possessives to use with them. You have only learned three possessives, and all of those were for “o-category” things. The possessives just described above that are formed with *ko* are also used only with “o-category” things.

“O—category” things

1. If you have no control over possessing something, it is an “o” thing: for example, older relatives, siblings, emotions, body parts. Note that nonliving things have no choice about owning things so they usually possess everything with “o”-possessives.

2. If you can get in, on, under, behind, or wear something, it is an “o” thing: for example, buildings, means of transportation, chairs, clothes.

“A—category” things

Anything that does not fall into 1 or 2 above is an “a” thing. We talk about possessing “a” things by substituting *ā* for *o* in the possessives you have learned:

ko‘u → ka‘u (there is no kahakō on this form only)
kou → kāu
kona → kāna
ko → kā

kā māua keiki	our child
kā ka haumana puke	the student’s book
kā ‘Alapaki pū‘olo	‘Alapaki’s package

There are many “a” things: for example, husband, wife, children, grandchildren, teacher, student, book, food.

Note: These are good general rules to follow but there are some exceptions: for example, all *hoa* forms *(hoa aloha, hoahānau, hoa noho)* are “o” things. In addition, some words change categories depending on the situation:

ko‘u lei	my lei to wear
ka‘u lei	my lei to give to someone
kou ki‘i	your picture (a picture of you)
kāu ki‘i	your picture (of something else)
ko ka ‘īlio iwi	the dog’s bone (in his body)
kā ka ‘īlio iwi	the dog’s bone (to eat)

There are other possessive forms that you will learn in Ha‘awina 14.

2. *Aia* Locational Sentences

These sentences are used to tell where something is or when something is happening; they describe location in space or time.

Aia	+	**Subject**	+	**Location**
Aia		lākou		i ko ke kumu hale.
Aia		he pā‘ina		ma ko Lilinoe hale.
Aia		ka lū‘au		i kēia pule a‘e.
Aia		ka papa		i ka Pō‘akahi.
Aia		ka puke		ma ka pākaukau.

They are at the teacher's house.
There's a party at Lilinoe's house.
The lū‘au is next week.
The class is on Monday. There's a class on Monday.
The book is on the table.

This is one of the few patterns where *he* can be used inside a sentence.

3. *Hea, i hea*

Hea means "what" or "which" in questions only; like other modifiers, it follows the noun:

Aia ka pā‘ina i ka lā hea?
What day is the party?

I hea (or *ma hea*) means "where" (lit., at what?) and is also used only in questions. When it is used in *aia* locational sentences, it is commonly placed in front of the subject:

Aia i hea nā haumana apau?
Where are all the students?

4. *Eia* Sentences Revisited

In Ha‘awina 4 you learned:

Eia ka puke.
Here's the book.

When emphasizing that something is located "here," substitute *eia* for *aia*.

Aia ka puke ma ka pākaukau.
The book is on the table.

Eia ka puke ma ka pākaukau.
Here's the book on the table.

Eia nō mākou apau.
Here we all are.

5. Word Order

As the verb phrases get longer, it is important to keep everything in the right order:

E	**Verb**	**Adverb**	**Directional**	***ana***	***nō***
Ua	**Verb**	**Adverb**	**Directional**		***nō***
E	hoʻi	hou	mai	ana	nō ʻo ia.
Ua	hele	hou	aku		nō ʻo ia.

He is certainly coming back again.
She did go again.

Notice that the intensifier *nō* comes at the end of the verb phrase.

6. Hawaiian Verbless Class-Inclusion Sentences

Hawaiian often uses verbless questions with possessives where English uses action verb sentences:

He aha kou makemake?
What do you want? (What is your desire?)

He aha kā kākou mea ʻai?
What are we eating? (What is our food?)

He aha kāna hana?
What is she doing? (What is her activity?)

7. *Māua ʻo* X

To say "X and I," use this pattern:

māua ʻo Kalae—Kalae and I
māua o kaʻu kāne—my husband and I
māua ʻo koʻu hoa aloha—my friend and I

III. DIALOGS

1. Ma ko Keola mā hale i Honolulu

Keola: E Mēlia, e heluhelu a‘e ‘oe i kēia leka mai Hilo mai.
Mēlia: Ua kono ka ‘ohana Ikaika iā kāua e hele i Hilo!
Keola: ‘Ae. Aia he pā‘ina ma ko Lilinoe hale ‘aina.
Mēlia: E, e, e, ua heluhelu au. ‘O ko Māmā Ikaika lā hānau ia.
Keola: E hele mai ana kāna mo‘opuna kāne mai Kapalakiko mai.
Mēlia: E ho‘i mai ana nō nā mo‘opuna apau e ‘ike i ko lākou kupunahine.
Keola: He manawa hau‘oli kēia. Aia ka pā‘ina i ka lā hea?
Mēlia: Aia ka pā‘ina i kēia pule a‘e i ka Pō‘alima a me ka Pō‘aono.
Keola: I ‘elua mau lā?
Mēlia: Aia ka pā‘ina ‘ohana ma ka hale ‘aina Pākē i ka Pō‘alima, a aia ka lū‘au i ka Pō‘aono. Ua kono lākou iā kāua e hele i nā ahiahi ‘elua.
Keola: Laki nō kāua! E kelepona ana au i ka hui mokulele.

2. Ma ka hale ‘aina Pākē i Hilo

Mēlia: E Lilinoe, hau‘oli loa māua ‘o Keola e ‘ike i ko ‘oukou makuahine. Ikaika loa kona iwi.
Lilinoe: ‘Ae, pōmaika‘i nō mākou. E ola mau ana nō ko mākou mau mākua, a ikaika loa ko lāua kino.
Mēlia: A pehea nā kūpuna? Ola mau nō lākou apau?
Lilinoe: ‘Ae. Aia ma Honolulu ko mākou mau kūpuna ma ka ‘ao‘ao makuahine. E noho ana lāua me ko‘u kaikaina, ‘o Luika.
Mēlia: A pehea ko Pāpā mau mākua? E noho ana lāua i Hilo nei?
Lilinoe: ‘Ae, e noho ana lāua i Hilo nei me kā lāua kaikamahine, ko‘u ‘anakē. ‘O ia ka hiapo.
Mēlia: Ua hele mai ka ‘ohana apau i Hilo nei i kēia hopena pule?
Lilinoe: ‘Ae, eia nō mākou apau ma kēia hale ‘aina i kēia ahiahi.
Mēlia: ‘Oiai‘o nō? He ahiahi hau‘oli loa kēia.

3. Ma ko Lilinoe hale ‘aina i Hilo

‘Alapaki: E Mēlia, e hele aku ‘oe e ki‘i i ka mea ‘ai. Aia nā mea apau ma ka pākaukau.
Mēlia: Mahalo, e ‘Alapaki. E kali ana au i ka‘u kāne. E kū ana ‘o ia i ke ka‘a, a e ho‘i hou mai ana nō ‘o ia.
‘Alapaki: Ua ho‘olimalima ‘olua i ke ka‘a?

Mēlia: Ua ‘ae mai kā māua keiki kāne i kona ka‘a; aia ‘o ia i Honoka‘a i kēia manawa. E, eia a‘e ka‘u kāne. E ‘ai ana nō māua.

‘Alapaki: E, e, e. E ‘ai nui ‘olua; nui loa ka mea ‘ai.

Mēlia: E Keola, e ho‘omākaukau ana au i kāu pā. He aha kou makemake?

Keola: Mahalo, e Mēlia. Makemake au i ka pua‘a kālua, ka moa, ka lū‘au he‘e, ke kāmano lomi, a me ka mea ‘ai maka apau.

Mēlia: Hiki nō. Aia ka poi, ka ‘uala, ka hala kahiki, a me ka mea inu ma ka pākaukau ‘aina.

Keola: ‘Ae, a aia ka haupia, ke kūlolo, a me ka mea‘ono ma kēlā pākaukau ma‘ō.

Mēlia: He lū‘au maika‘i loa kēia.

4. Ma kā Pua papa ‘ōlelo Hawai‘i ma ke kula nui i Mānoa

Kulia: E No‘eau, aia i hea nā haumana apau?

No‘eau: Aia lākou i ko ke kumu hale.

Kulia: Ua ho‘i mai ‘o Pua mai Hilo mai?

No‘eau: ‘Ae, a ua kono ‘o ia iā kākou e ‘ai i ka ‘aina awakea i kona hale.

Kulia: He aha kā kākou mea ‘ai?

No‘eau: ‘O nā mea ‘ai Hawai‘i apau. E ho‘omākaukau ana ‘o ia i ka pua‘a kālua me ke kāpiki.

Kulia: Pehea lā? Ua lawe mai ‘o ia i ke koena mai kā lākou pā‘ina i Hilo? Ua ‘ono au i ka mea ‘ai maka.

No‘eau: ‘O au pū! E hele ‘āwīwī kāua!

Dialog Notes

It is important to Hawaiians to celebrate special personal occasions with large parties, often with more than one event. People will frequently travel interisland to show their respect for their friends and family. The principal function of these gatherings is to establish and strengthen interpersonal bonds and relationships, a primary value in Hawaiian culture, which has been described as "affiliation oriented" (Howard, 1974, *Ain't No Big Thing*). These conversations do not even include the postparty gathering (i.e., the workers' party), which happens the day or weekend after the main event and is intended to give the workers a chance to relax and enjoy the fruits of their labor, and the host an opportunity to thank everyone who helped. Other Hawaiian themes include the son providing a car for his parents, the wife "fixing" her husband's plate, and Pua bringing leftovers back to O‘ahu to share with her students.

IV. EXERCISES

A. Possessive Phrases

Translate into Hawaiian.

1. Tūtū's birthday
2. my cat
3. our (3, exclusive) brothers
4. the dog's bones (to eat)
5. her letter
6. their (2) daughter
7. your (2) bundle
8. Lilinoe's car
9. ʻAlapaki's son
10. Garfield's dinner
11. our (3, inclusive) party
12. their (3) plates
13. Tūtū kāne's grandchildren
14. the pig's life
15. your love
16. the chicken's house
17. the association's lūʻau
18. his strength
19. our (2, exclusive) happiness
20. the doctor's wealth

B. *Aia/eia* Locational Sentences

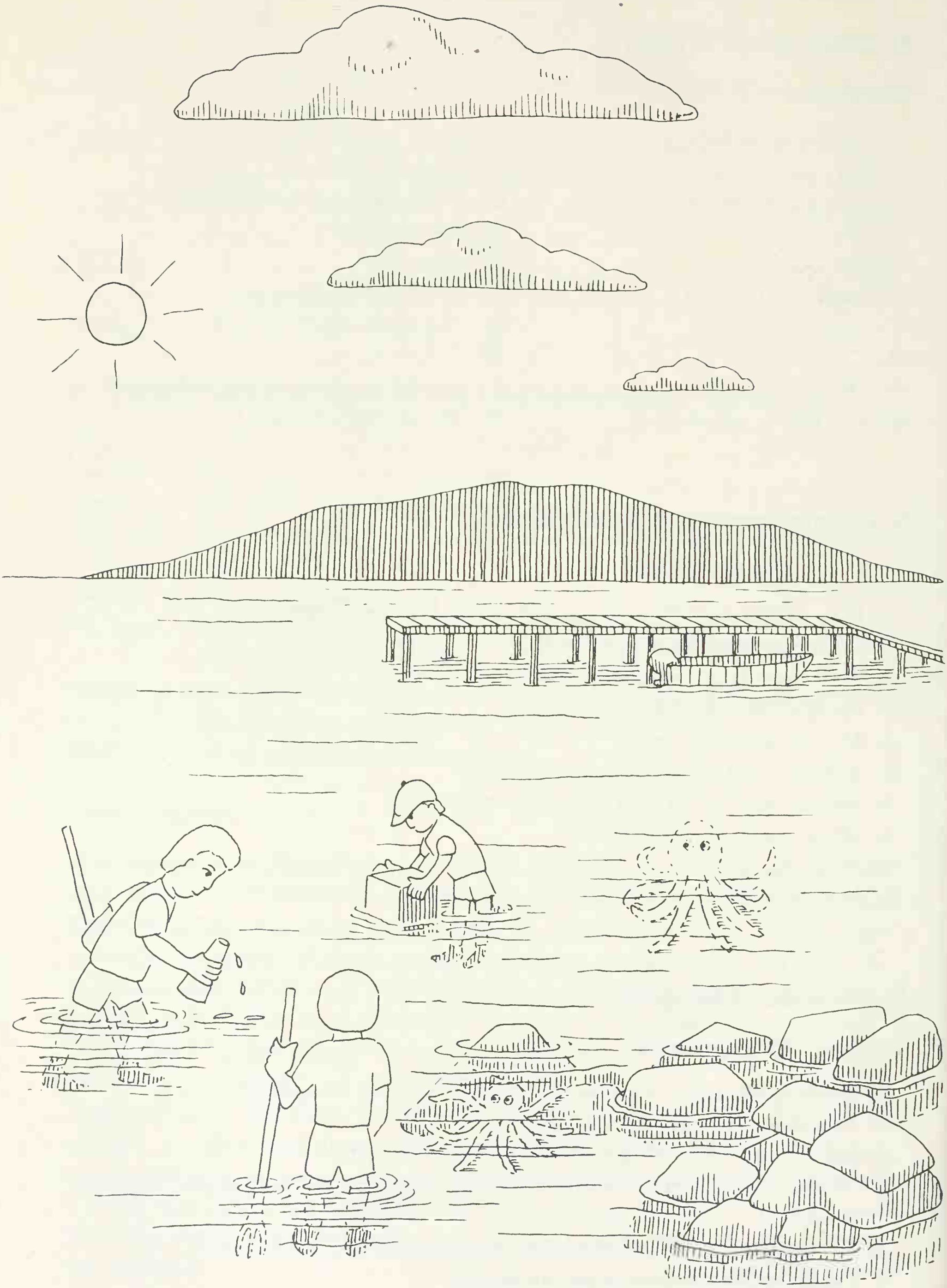
Translate into Hawaiian.

1. Hey Mēlia, here's an invitation from Lilinoe "folks."
2. Grandma's lūʻau is next week.
3. The party is at ʻAlapaki's house.
4. Here's the grandchild's present.
5. My car is on the road.
6. Where's the pineapple and the cake?
7. All the desserts are on that table over there.
8. What day is your birthday?
9. What building is our class in?
10. Here I am with the kālua pig with cabbage. Let's eat!

C. Compound Subjects

Translate into Hawaiian.

1. My husband and I are inviting your (3) class to a party.
2. Lopaka and I are waiting for Kimo.
3. Kimo and ʻAlapaki are at Lilinoe's restaurant.
4. That (distant) student and I arrived from Hilo on that plane over there.
5. My grandchild and I are going to San Francisco next year.
6. Kimo and his sons will get the squid.



D. Predicate Word Order Using *Nō*

Translate into Hawaiian.

1. They (3) are coming right back again tomorrow.
2. All our (3, exclusive) grandparents are still living indeed.
3. She is bringing the leftovers to class.
4. The pig is always eating Tūtū's sweet potatoes.
5. The family is really working hard on the lū‘au.

E. Verbless Hawaiian Sentences with Possessives

Translate into Hawaiian.

1. What do you want to drink?
2. What's wrong with them?
3. What do the grandchildren want?
4. What are you doing?
5. What do we (3, exclusive) have to study?

F. More Possessives

Look back to Ha‘awina 5, exercise A. Translate the bold-faced, underlined words.

V. VOCABULARY

aia—there is, there are
‘anakē—aunty
‘āwīwī—quickly, fast, swift
‘eiwa—nine
hala kahiki—pineapple
haupia—coconut pudding
hea—where, what (only in questions)
he‘e—octopus (commonly called squid in pidgin English)
heluhelu—to read
hui—company, group, club, association; to meet
ikaika—strong
kā—belonging to
kaikamahine, kaikamāhine (pl.)—daughter
kālua—to steam in underground oven
kāmano lomi—lomi salmon
kāna—his, her
Kapalakiko—San Francisco
kāpiki—cabbage
kāu—your
ka‘u—my
keiki kāne—son
ko—belonging to
koena—leftovers
kū—to park
kūlolo—taro/coconut pudding

lā hānau—birthday
leka—letter
lū‘au—taro leaves; Hawaiian party
ma‘ō—over there
maka—raw
mau—continually, always, still
mea inu—beverage, drink
moa—chicken
mokulele—airplane
mo‘opūna—grandchild
ola—life, to live (“exist,” not “dwell”)
pā—plate (ke pā)
pā‘ina—party
pōmaika‘i—blessed
pua‘a—pig

Idioms and Phrases

e, e, e—yes, yes
Eia a‘e Subject.—Here comes Subject.
Ikaika ka iwi.—The bones are strong (good health in old folks).
kēia X a‘e—next X
‘Oiai‘o nō?—Is that really so?
Pehea lā?—How about it? And what?

REVIEW 2

HOʻI HOPE ʻELUA

I. SUMMARY OF CONTENTS IN HAʻAWINA 7–9

A. Major Patterns

1. *Ua* verb sentences
2. *E* verb *ana* sentences
3. Sibling terms
4. K-possessives, *a* and *o* categories
5. *Aia* locational sentences
6. Word order in verb phrases

B. Other Features

1. *Mau* with determiners
2. *E* imperative with *kāua/kākou*
3. *Mai/maiā (mai aʻu)*
4. *Nui ka/nui nā*
5. *Nehinei/ʻapōpō*
6. Compound subjects: *ʻo* X *lāua ʻo* Y; *māua ʻo* X; *ʻo* X, *ʻo* Y, *a ʻo* Z
7. *Hea, i hea*
8. Hawaiian verbless sentences (*He aha* k-possessive X?)

II. EXERCISES

A. Multiple Choice

Circle the letter of the best answer.

1. a. Ua hiki ana mai nā kūpuna.
   b. Ua hiki mai ana nā kūpuna.
   c. Ua hiki mai nā kūpuna.

2. a. Ua huhū ko'u makuahine i kēlā 'apōpō.
   b. Ua huhū ko'u makuahine i kēia pule a'e.
   c. Ua huhū ko'u makuahine i kēia lā.

3. a. E lawe mai ana nō ko'u 'anakē i ka makana.
   b. E lawe ana mai nō ko'u 'anakē i ka makana.
   c. E lawe nō mai ana ko'u 'anakē i ka makana.

4. a. E hāpai hou aku nō ana ka pōpoki i kāna keiki.
   b. E hāpai hou ana aku nō ka pōpoki i kāna keiki.
   c. E hāpai hou aku ana nō ka pōpoki i kāna keiki.

5. a. Ua 'ono loa kēia enenue mai Kaua'i mai.
   b. Ua 'ono loa kēia enenue maiā Kaua'i mai.
   c. Ua 'ono loa kēia enenue mai Kaua'i aku.

6. a. Hau'oli loa 'o Māmā i ka leka maiā au.
   b. Hau'oli loa 'o Māmā i ka leka mai a'u.
   c. Hau'oli loa 'o Māmā i ka leka mai au.

7. a. Ua 'ai mākou i ka pelena poepoe maiā Tuti.
   b. Ua 'ai mākou i ka pelena poepoe mai Tuti.
   c. Ua 'ai mākou i ka pelena poepoe mai 'o Tuti.

8. a. Makemake mākou i ka "A" maiā kā mākou kumu.
   b. Makemake mākou i ka "A" mai kā mākou kumu.
   c. Makemake mākou i ka "A" mai i kā mākou kumu.

9. a. Ua heluhelu nā haumana i ka ha'awina maiā ia.
   b. Ua heluhelu nā haumana i ka ha'awina mai 'o ia.
   c. Ua heluhelu nā haumana i ka ha'awina mai ia.

10. a. 'O Kimo a 'o Lopaka ko 'Alapaki mau kaikaina.
    b. 'O Kimo a me Lopaka ko 'Alapaki mau kaikaina.
    c. 'O Kimo lāua 'o Lopaka ko 'Alapaki mau kaikaina.

11. a. Ua hiki mai ka'u kāne a me au.
    b. Ua hiki mai au a me ka'u kāne.
    c. Ua hiki mai māua 'o ka'u kāne.

12. a. Ua hemahema 'o Lilinoe a me au i ka he'enalu.
    b. Ua hemahema 'o Lilinoe māua i ka he'enalu.
    c. Ua hemahema māua 'o Lilinoe i ka he'enalu.

13. a. Aia ka pā'ina i ka lā hea?
    b. Aia ka pā'ina i ka hea lā?
    c. Aia ka pā'ina i he aha lā?

14. a. Ua lawe mai lākou i ka mau ʻopihi.
    b. Ua lawe mai lākou i kēia mau ʻopihi.
    c. Ua lawe mai lākou i nā mau ʻopihi.

15. a. ʻO Pua kā mākou kumu.
    b. ʻO Pua ko mākou kumu.
    c. ʻO Pua mākou kumu.

B.

Fill in the blanks with *ko* or *kā*.

1. ʻO Leinani _____ māua makuahine.
2. E kōkua ana māua i _____ māua mau keiki.
3. E ʻai ana ka ʻīlio i _____ ke keiki ʻaina ahiahi.
4. Ua ʻae ʻo ia i _____ Kimo kaʻa.
5. E kipa ana lākou i _____ Luika mā hale.
6. Makemake au i _____ Kiaka papa heʻenalu.
7. ʻOluʻolu loa _____ mākou ʻanakē.
8. ʻO Lilinoe lāua ʻo Luika _____ Pua mau kaikuaʻana.
9. ʻO ia _____ lāua kaikaina.
10. ʻO Kimo lāua ʻo Sau _____ Pua mau keiki kāne.
11. Kolohe loa _____ lāua mau moʻopuna.
12. ʻO ka poke enenue _____ Kauaʻi mea ʻai maʻa mau.

C.

Translate these sentences accurately.

1. E Kekai, e hele kāua i ka heʻenalu.
2. E ʻai hou aku nō kākou!
3. Ua huhū loa ʻo Māmā mā.
4. Ua ʻike ʻoe i kou leo.
5. Makemake lākou e pāʻani i ka pā.
6. Ua pau kā kākou hana.
7. ʻO nā meaʻono iʻa Kepanī ka mea ʻai maʻa mau ma Hilo.
8. Ua nui ka pilikia i ka papa i nehinei.
9. E aha ana kou mau kaikuāhine?
10. E hāpai ana ʻo Kimo i nā pūʻolo maiā Lopaka i kona kaʻa.
11. E kali ana māua ʻo Luika i ko māua kaikuaʻana.
12. E kipa ana koʻu ʻohana apau i ko Tūtū kāne mā hale.
13. Nui loa ke koena mai kā mākou pāʻina.
14. E kū ana kaʻu wahine i ke kaʻa maʻō.
15. Eia aʻe ko kākou mokulele; e hele aku kākou.

16. E ola mau ana nō ka pua‘a ‘ōma‘ima‘i.
17. Aia ka hō‘ike nui loa i kēia Pō‘ahā a‘e, akā ‘a‘ole pilikia. Ua mākaukau loa au.
18. Aia i hea kā ka hui lū‘au?
19. Aia kā lākou lū‘au ma ko ka hui hale i Waimānalo.
20. Aia kā kākou papa i ka hale hea?

D.

Translate these sentences using verbless sentences.

1. What are we (3, inclusive) doing?
2. What does she want?
3. What is Mēlia eating?
4. What's bothering them (3)?
5. What are you drinking?

E.

Translate these sentences accurately.

1. Tūtū pā is making raw octopus with salt and inamona.
2. Here comes the plane from San Francisco.
3. Hey, come quick. The roosters are in the yard.
4. No problem; Grandma took them there yesterday.
5. She's picking them up tomorrow.
6. Did you eat the haupia with pineapple?
7. My cousins are bringing salmon from Seattle next week.
8. The Hui Kama‘ilio is still meeting at Mānoa Gardens on Thursday.
9. Lono and I want to visit your parents.
10. We (2, exclusive) saw them (2) at the restaurant.
11. They (2) are in such good health (their bones are so strong).
12. All our grandparents are still living too.
13. Kimo and Lopaka soaked the salmon in water.
14. The youngest is sleeping in his chair.
15. Too bad; carry him to my car.
16. Never mind; here comes his older brother.
17. Lilinoe lent me her new mu‘umu‘u.
18. Really? Is she the oldest in your family?
19. Yes; she's a really goodhearted person and we are really fortunate.
20. She helps her younger sisters all the time.

10

HA‘AWINA ‘UMI

Negative Verb Sentences and Numbers

I. BASIC SENTENCES

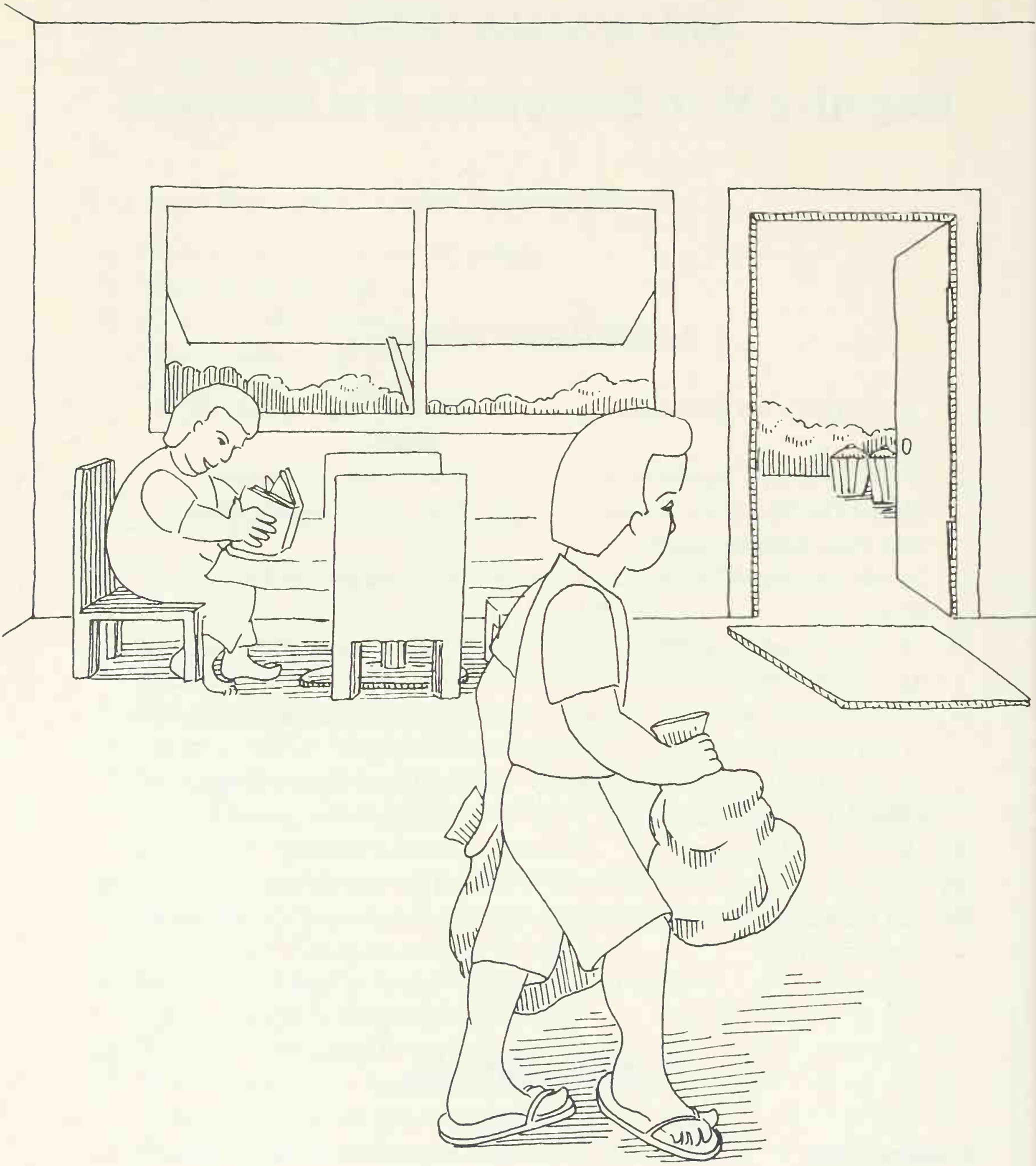
1.	‘A‘ole pipi‘i loa kēia mau mea.	1.	These things are not very expensive.
2.	‘A‘ole lākou [i] mākaukau.	2.	They aren’t prepared.
3.	‘A‘ole i ho‘opa‘a ha‘awina kēia mau kānaka moloā.	3.	These lazy people didn’t study.
4.	‘A‘ole i ha‘i mai ‘o Māmā ia‘u.	4.	Mama didn’t tell me.
5.	‘A‘ole au i makemake i kēia mau waiho‘olu‘u.	5.	I didn’t want these colors.
6.	‘A‘ole e noho ana kou ‘ohana i Hilo i kēia manawa?	6.	Isn’t your family living in Hilo now?
7.	‘A‘ole e ho‘i aku ana ‘o Luika i Honolulu i kēlā ‘apōpō.	7.	Luika isn’t returning to Honolulu tomorrow.
8.	‘A‘ole au e kali ana.	8.	I’m not waiting.
9.	E ki‘i a‘e au i ke kāma‘a.	9.	I’ll get the shoes.
10.	Aia nā kikowaena kū‘ai i kēlā me kēia wahi.	10.	There are shopping centers everywhere.

II. EXPLANATIONS

1. Negatives

The most common way to make a negative verb sentence is to add *‘a‘ole* to the beginning of the sentence:

Hele ka wahine. → ‘A‘ole hele ka wahine.
The woman goes. → The woman doesn’t go.



E hele ana ka wahine. → ‘A‘ole e hele ana ka wahine.
The woman is going. → The woman isn’t going.

Hau‘oli ka wahine. → ‘A‘ole hau‘oli ka wahine.
The woman is happy. → The woman isn’t happy.

If it is an *ua* sentence, the *ua* is replaced by *i:*

Ua hele ka wahine. → ‘A‘ole i hele ka wahine.
The woman went. → The woman didn’t go.

If the verb in an *ua* sentence is stative, then *i* is often not used:

Ua hau‘oli ka wahine. → ‘A‘ole i hau‘oli ka wahine. Or
‘A‘ole hau‘oli ka wahine.

If the subject of a negative verb sentence is a pronoun, it comes immediately after *‘a‘ole:*

Hele ‘o ia. → ‘A‘ole ‘o ia hele.
She goes. → She doesn’t go.

E hele ana ‘o ia. → ‘A‘ole ‘o ia e hele ana.
She is going. → She isn’t going.

Ua hele ‘o ia. → ‘A‘ole ‘o ia i hele.
She went. → She didn’t go.

Ua hau‘oli ‘o ia. → ‘A‘ole ‘o ia i hau‘oli. Or
‘A‘ole ‘o ia hau‘oli.
She is happy. → She isn’t happy.

2. Numbers

You have already learned the numbers from 1 to 10:

1. ‘ekahi
2. ‘elua
3. ‘ekolu
4. ‘ehā
5. ‘elima
6. ‘eono
7. ‘ehiku
8. ‘ewalu
9. ‘eiwa
10. ‘umi

Larger numbers are formed by combining these bases with other units:

11—‘umikūmākahi
12—‘umikūmālua
13—‘umikūmākolu
14—‘umikūmāhā
15—‘umikūmālima
16—‘umikūmāono
17—‘umikūmāhiku
18—‘umikūmāwalu
19—‘umikūmāiwa

20—iwakālua
30—kanakolu
40—kanahā
50—kanalima

60—kanaono
70—kanahiku
80—kanawalu
90—kanaiwa
100—ho‘okahi haneli
200—‘elua haneli
1000—ho‘okahi kaukani

Substitute the numbers from 20 to 90 for *‘umi* to form other two-digit numbers:

21—iwakāluakūmākahi
32—kanakolukūmālua
43—kanahākūmākolu
54—kanalimakūmāhā
65—kanaonokūmālima
76—kanahikukūmāono
87—kanawalukūmāhiku
98—kanaiwakūmāwalu

For larger numbers, combine the smaller units:

4,352—‘ehā kaukani, ‘ekolu haneli kanalimakūmālua

Use *a me* when joining the numbers from 1 to 9 to hundreds or thousands:

109—ho‘okahi haneli a me ‘eiwa
3,002—‘ekolu kaukani a me ‘elua

Notice that 1 = *‘ekahi* when counting in a series, but it is *ho‘okahi* when you have “one something”:

one hundred—*ho‘okahi haneli*
one dollar—*ho‘okahi kālā*
one day—*ho‘okahi lā*
one thing—*ho‘okahi mea*

In saying dates, follow the English form:

1987—‘umikūmāiwa kanawalukūmāhiku
1775—‘umikūmāhiku kanahikukūmālima

3. *E* Imperative with First Person Exclusive Subject

The use of the *e* imperative marker with a verb and *au, māua,* or *mākou* as subject conveys the idea of a commitment on the part of the speaker:

E hele aku ‘oe; e noho iho au.
You go; **I’ll** stay.

E ki‘i a‘e au i ke kāma‘a.
I’ll get the shoes.

E hele hou aku au.
I’ll go again.

> E lawe aku māua iā ʻoe.
> **We'll** take you.

4. *Kēlā Me Kēia* X

This is a very handy idiom that means "every X"; "each and every X." Sometimes the form is *kēlā* X *kēia* X. *Kēlā* always precedes *kēia.*

5. *Kuʻu*

This special possessive form means "my," and it is used with things in either the "a" or "o" category. Its use implies an affectionate relationship with the object owned. It occurs commonly with certain words: *ipo* (sweetheart), *lei, pua, home* (home), *tūtū, aloha,* body parts, pets.

6. *Aʻu* with Prepositions

By now you have noticed that the forms for "I" and "me" behave differently than other pronouns in Hawaiian. *Aʻu* is the form that usually occurs after prepositions, as in *mai aʻu* (from me), and now *me aʻu* (with me).

7. *Mai* and *Aku*

With some words, like *aʻo* and *kūʻai, mai* and *aku* denote direction in relationship to the subject:

> E kūʻai aku ana ʻo ia i kona hale i Hilo.
> She's selling her house in Hilo.
>
> E kūʻai mai ana ʻo ia i ka hale hou i Honolulu nei.
> She's buying a new house here in Honolulu.

III. DIALOGS

1. Ma ka hale kūʻai ma ke kikowaena Ala Moana

Luika: Makemake au e kūʻai mai i ke kāmaʻa ʻeleʻele, e ʻoluʻolu ʻoe.
Kanaka kōkua: A he aha ka nui o kou kāmaʻa?
Luika: ʻO ka helu ʻumi.
Kanaka kōkua: Auē nō hoʻi ē! Lōʻihi loa kou wāwae!
Luika: ʻAe, no ka mea, he wahine lōʻihi loa nō au.

Kanaka kōkua: E ki‘i a‘e au i ke kāma‘a.
Kanaka kōkua: Eia ke kāma‘a ke‘oke‘o a me ke kāma‘a ‘ula‘ula.
Luika: ‘A‘ole au i makemake i kēlā mau waiho‘olu‘u.
Kanaka kōkua: E kala mai. ‘A‘ole au i ho‘olohe pono. E hele hou aku au.
Luika: Tsā! He kanaka hūpō ‘o ia. ‘A‘ole au e kali ana.

2. Ma ke kikowaena Ala Moana

Pōmaika‘i: Hūi, e Luika! Nui loa kāu mau pū‘olo.
Luika: ‘Ae. Ua kū‘ai mai au i ‘ekolu kāma‘a hou a me ‘ehā mu‘umu‘u nō ho‘i!
Pōmaika‘i: ‘Oiai‘o nō! Kū‘ai pinepine ‘oe i ka lole hou?
Luika: ‘A‘ole. A ‘aole pipi‘i loa kēia mau mea. Ua hele au i kēlā me kēia hale kū‘ai emi loa.
Pōmaika‘i: A pehea lā? ‘Elua haneli kālā paha no kēia mau mea?
Luika: ‘Elua haneli kanalima kālā. Akā ‘a‘ole au e kū‘ai hou mai i ka lole i kēia makahiki.
Pōmaika‘i: E lawe aku au i kāu mau pū‘olo i kou ka‘a.
Luika: Mahalo, e Pōmaika‘i, akā ‘a‘ole au i hele mai ma ke ka‘a.
Pōmaika‘i: ‘A‘ole pilikia. E lawe aku au iā ‘oe ma ko‘u ka‘a.
Luika: Mahalo nui loa; e hele aku kāua e ‘ai i ka ‘aina awakea.
Pōmaika‘i: Hiki nō. He aha kā kāua mea ‘ai?
Luika: Aia ka mea ‘ai Kōlea ‘ono loa me Kim Chee II.
Pōmaika‘i: ‘Ae, ‘ono loa kā lākou pipi a me kā lākou moa. E hele nō kāua!

3. Ma ke kahua mokulele

Mealani: Hūi, e Luika! E hele ana ‘oe i hea?
Luika: E hele aku ana au i Hilo e kipa aku i ku‘u tūtū.
Mealani: ‘A‘ole e noho ana kou ‘ohana i Hilo i kēia manawa?
Luika: ‘A‘ole. Ua ne‘e mai māua ‘o ka‘u kāne i Honolulu nei i ka makahiki 1982.
Mealani: Auē! ‘A‘ole au i ho‘i aku i ka mokupuni ‘o Hawai‘i no iwakālua makahiki.
Luiki: ‘Oiai‘o nō! Nui nā hale kū‘ai hou i laila i kēia manawa. Aia nā kikowaena kū‘ai ma kēlā me kēia wahi.
Mealani: I ku‘u wā kamali‘i, ‘a‘ole loa. Akā ‘a‘ole mākou i hele pinepine e kū‘ai i kēlā me kēia mea. ‘A‘ole nui ke kālā.
Luika: ‘Ae, pēlā nō me mākou. Eia a‘e ko‘u mokulele. A hui hou.
Mealani: ‘Ae, e aloha aku iā Tūtū mā.

4. Ma ke kelepona

Lilinoe: Aloha, e Pua. ‘A‘ole e ho‘i aku ana ‘o Luika i Honolulu i kēlā ‘apōpō.

Pua: ‘Oia? ‘A‘ole ‘o ia e hele aku ana i ka hana?

Lilinoe: ‘Ae, akā ‘a‘ole pilikia. ‘A‘ole nui ka hana ma kona hale kū‘ai i kēia manawa.

Pua: E kōkua ana ‘o ia iā ‘oe i kou hale ‘aina?

Lilinoe: ‘A‘ole ‘o ia e hana ana me a‘u. E kōkua ana ‘o ia iā Māmā mā.

Pua: He aha ko lāua pilikia? Ua ‘ōma‘ima‘i lāua?

Lilinoe: ‘A‘ole lāua i ‘ōma‘ima‘i; ‘ano māluhiluhi wale nō lāua.

Pua: Aloha ‘ino! ‘A‘ole i ha‘i mai ‘o Māmā ia‘u. E kelepona a‘e au iā ia e hā‘awi aku i ku‘u aloha.

Lilinoe: ‘Ae, he mana‘o maika‘i kēlā.

5. Ma ke kula nui

Wahanui: E ke kumu, ‘a‘ole e kākau ana kāu mau haumana i ka hō‘ike.

Pua: ‘Oia? No ke aha lā? ‘A‘ole lākou i mākaukau?

Wahanui: ‘Ae, pololei. ‘A‘ole i ho‘opa‘a ha‘awina kēia mau kānaka moloā. ‘A‘ole lākou i a‘o i nā huahelu mai ka helu ‘ekahi a hiki i ho‘okahi haneli.

Pua: ‘Ahahana! ‘A‘ole lākou e puka ana mai ke kula nui i kēia makahiki a‘e.

Wahanui: Auē nō ho‘i ē! E huhū ana ko lākou mau mākua iā lākou.

Pua: ‘O ko lākou pilikia kēlā! ‘A‘ole au e kōkua ana i nā haumana moloā. ‘A‘ole lākou i hele mai i ka papa i nā lā apau, a hoka lākou.

Wahanui: ‘Ae, a ‘a‘ole lākou i ho‘olohe i nā lipine. ‘O ia ko lākou pilikia nui.

Pua: Mana‘o au, e hele mai ana nō lākou apau i ka papa i kēia pule a‘e.

Dialog Notes

Once again relationships are important. Pōmaika‘i is eager to help Luika with her packages and give her a ride. Luika reciprocates with a lunch invitation. It is important in Hawaiian relationships that the giving goes both ways. Luika goes to Hilo to visit a grandparent and stays to help her own parents, even though it means postponing her return and missing work. According to traditional values, helping one's family

has priority over more private and personal obligations such as work or school.

Unlike the stereotypical happy-go-lucky Hawaiian who overflows with the "aloha spirit," real Hawaiians get annoyed and walk out on stupid shoe salesmen. They tattle on their fellow students and try to score points with the professor, and they have no patience or sympathy for laziness. In short, they are complex people who experience the whole range of human emotions.

IV. EXERCISES

A. Negatives

Make these sentences negative. Translate the sentences you write into English.

1. E lawe mai ana ʻo ia i ka hala kahiki mai Molokaʻi mai.
2. Ua inu ka ʻohana i ka wai huaʻai.
3. E hoʻolohe ana nā kamaliʻi i ka manu.
4. E haʻi mai ana kā mākou kumu i kona manaʻo.
5. Ua kūʻai mai ʻo Kalei i ke kāmaʻa hou.
6. Ua emi loa kēia mau lipine.
7. Lōʻihi loa kāu keiki kāne.
8. Ua mākaukau lākou e kākau i ka hōʻike.
9. Ua hele pinepine au i ka hale kūʻai i kuʻu wā kamaliʻi.
10. Kūʻai pinepine mai koʻu mau kūpuna i kēlā me kēia mea ʻai Hawaiʻi.

B. Numbers

Write these dates in Hawaiian:

1. the year you were born
2. the year you started studying Hawaiian
3. the year you started at this school
4. 1778
5. 1820

Write out these numbers in Hawaiian:

1. 56
2. 72
3. 49
4. 37
5. 19
6. 28
7. 13
8. 105
9. 233

10. 1,462
11. 96
12. 84
13. 541
14. 9,900
15. 306

Write the digits (e.g., 12, 54, etc.) for these numbers:

1. ʻumikūmāono
2. kanahākūmāwalu
3. kanakolukūmākahi
4. ʻehiku haneli a me ʻewalu
5. hoʻokahi haneli kanalima
6. ʻeono haneli kanawalukūmāhiku
7. ʻelima haneli a me ʻelima
8. ʻelua kaukani, ʻehā haneli, kanaiwakūmālima
9. kanakolukūmāiwa
10. iwakāluakūmāono

C. *E* Imperative

Translate into Hawaiian.

1. I'll tell them to go.
2. Please buy these Portuguese sausages.
3. Okay, we'll (2, exclusive) buy.
4. We'll (3, exclusive) listen carefully, teacher.
5. I'll take the kids with me.

D. *Kēlā me kēia*

Translate into Hawaiian.

1. When we were kids, we (3, exclusive) ate all kinds of food.
2. The old folks go out to Ala Moana Center every day.
3. Kawehi and I listened to every Hawaiian tape in the store, but we didn't buy.
4. The teacher isn't waiting for each and every student.
5. Mama goes to the store just to look at this and that.

E. Mixed Review

Translate into Hawaiian.

1. When I was a kid, I didn't take good care of my body.
2. I really love my grandfather.
3. My parents didn't arrive with me.
4. Korean women are not very tall.

5. Ferdinand and Imelda moved to Honolulu in 1986.
6. Goodhearted people don't lose out.
7. She didn't buy the red shoes.
8. Lilinoe wrote a letter to the shoe store.
9. There's a lot of really cheap muʻumuʻus at the Muʻumuʻu Factory.
10. My son is graduating from the sixth grade next year.

V. VOCABULARY

ahahana!—shame!
aʻo—to learn or teach
aʻo aku—to teach
aʻo mai—to learn
aʻu—me (with prepositions)
ʻeleʻele—black
emi—cheap, reasonable, decreasing
haʻi—to tell
haneli—hundred
helu—to count, number, size
hōʻike—exam; to display, to show
hoka—to lose out, serve you right!
hoʻokahi—one (quantity)
hoʻolohe—to listen
huahelu—number, size
iwakālua—twenty
kahua mokulele, kahua hoʻolulu mokulele—airport
kākau—to write
kālā—dollar
kalaiwa—to drive
kāmaʻa—shoe
kamaliʻi—child
kanakolu—thirty
kaukani—thousand
keʻokeʻo—white
kikowaena kūʻai—shopping center
Kōlea—Korean
kūʻai—to exchange, to sell
kūʻai aku—to sell
kūʻai mai—to buy
kuʻu—my (affectionate)
lipine—tape, ribbon
lōʻihi—long, tall
manaʻo—idea, thought, opinion; to think
neʻe—to move (not with object)
no—for
nō hoʻi—also, indeed
no ka mea—because (followed by sentence)
nui—size, amount
paha—maybe, perhaps
pinepine—often
puka—to graduate, to emerge; perforation, hole
ʻulaʻula—red
ʻumikūmākahi—eleven
wā—time
wahi—place (not with ka)
waihoʻoluʻu—color
wale nō—only, just
wāwae—foot, leg

Idioms and Phrases

E kala mai (iaʻu).—Excuse (me).
kēia manawa—now
kēlā me kēia mea—this and that
kēlā me kēia X, kēlā X kēia X—every__________
kuʻu wā kamaliʻi—my childhood (small-kid time)

11

HA‘AWINA ‘UMIKŪMĀKAHI

‘‘Have-a’’ Sentences

I. BASIC SENTENCES

1. He hana hou kāna i laila.	1. He has a new job there.
2. He hale ko lāua i Kona?	2. Do they have a house in Kona?
3. He hale nō ko ka hui makekemia.	3. The macadamia company has a house.
4. He hana nō ho‘i kā Laua‘e?	4. Does Laua‘e have a job too?
5. He lio paha ko kou ‘ohana?	5. Maybe your family has a horse?
6. He mau nīnau ka‘u.	6. I have some questions.
7. He hale ‘aina ko laila?	7. Is there a restaurant there? (Does ‘‘there’’ have a restaurant?)
8. E lawe mai i ‘elua paha, ‘ekolu paha.	8. Bring two maybe, three maybe.
9. Hele wāwae lākou i kēlā me kēia wahi.	9. They walk everywhere.
10. ‘A‘ohe uila ma Ni‘ihau.	10. There is no electricity on Ni‘ihau.

II. EXPLANATIONS

1. ‘‘Have-a’’ Sentences

Hawaiian has no verb that means ‘‘to have.’’ Instead we use a verbless sentence to say that someone possesses something. The pattern is:

He +	**Noun**	± **Adjective** +	**K-possessive**
	the thing that is owned		the owner
He	puke	hou	ka‘u.
He	anu		ko ke keiki.

I have a new book.
The child has a cold.

The category of the thing that is owned determines whether the K-possessive will be the "a" or "o" form.

I have a mother. "Mother" is an "o" thing, so:
He makuahine **ko‘u.**

I have a daughter. "Daughter" is an "a" thing, so:
He kaikamahine **ka‘u.**
makuahine = "o" thing; kaikamahine = "a" thing

As in other patterns, the question word order is the same as the statement: only the intonation is different:

He wai hua‘ai kā kākou?
He wai hala kahiki kā kākou.
Do we have fruit juice?
We have pineapple juice.

If you are translating an English "have-a" sentence, remember that the English subject becomes a K-possessive in Hawaiian.

I have a book. → He puke ka‘u.
NOT → He puke au.

The policeman has a truck. → He kalaka ko ka māka‘i.
NOT → He kalaka ka māka‘i.

2. *Paha, Nō Ho‘i, Wale Nō*

These particles, along with *nō,* are commonly used in Hawaiian but difficult to translate exactly in English. *Paha* means "perhaps" or "maybe" and is frequently used to soften commands into suggestions, and to make statements seem less positive and dogmatic. This is consistent with Hawaiians' desire to have good relationships with people and to show them every courtesy.

E hele paha kāua.
Shall we go? Maybe we should go.

He pilikia paha kona.
Maybe he has a problem.

Paha never begins a sentence or occurs after a pause. It is usually placed after the word it modifies. If only the idea of "maybe" is wanted, then a two- or three-word phrase is used:

‘oia paha; pēlā paha; pēlā nō paha—maybe that is so

Nō ho‘i is often used to mean "indeed" as is *nō,* but it sometimes has the additional meaning of "also," or "too."

Ua emi loa ka mea ‘ai Kōlea a ‘ono nō ho‘i.
Korean food is very reasonable and delicious too.

Wale nō means "only" and is usually placed after the word it modifies.

The natural use of these particles is best acquired through extensive exposure to native-speaker speech and writing, because they often occur in Hawaiian where their equivalents would not be used in English.

3. Negative Locational Sentences—*‘a‘ohe* X Sentences

In Ha‘awina 9 we learned to use *aia* locational sentences to tell where something was located in time or space. To say something isn't located at a certain place or time we use a simple pattern:

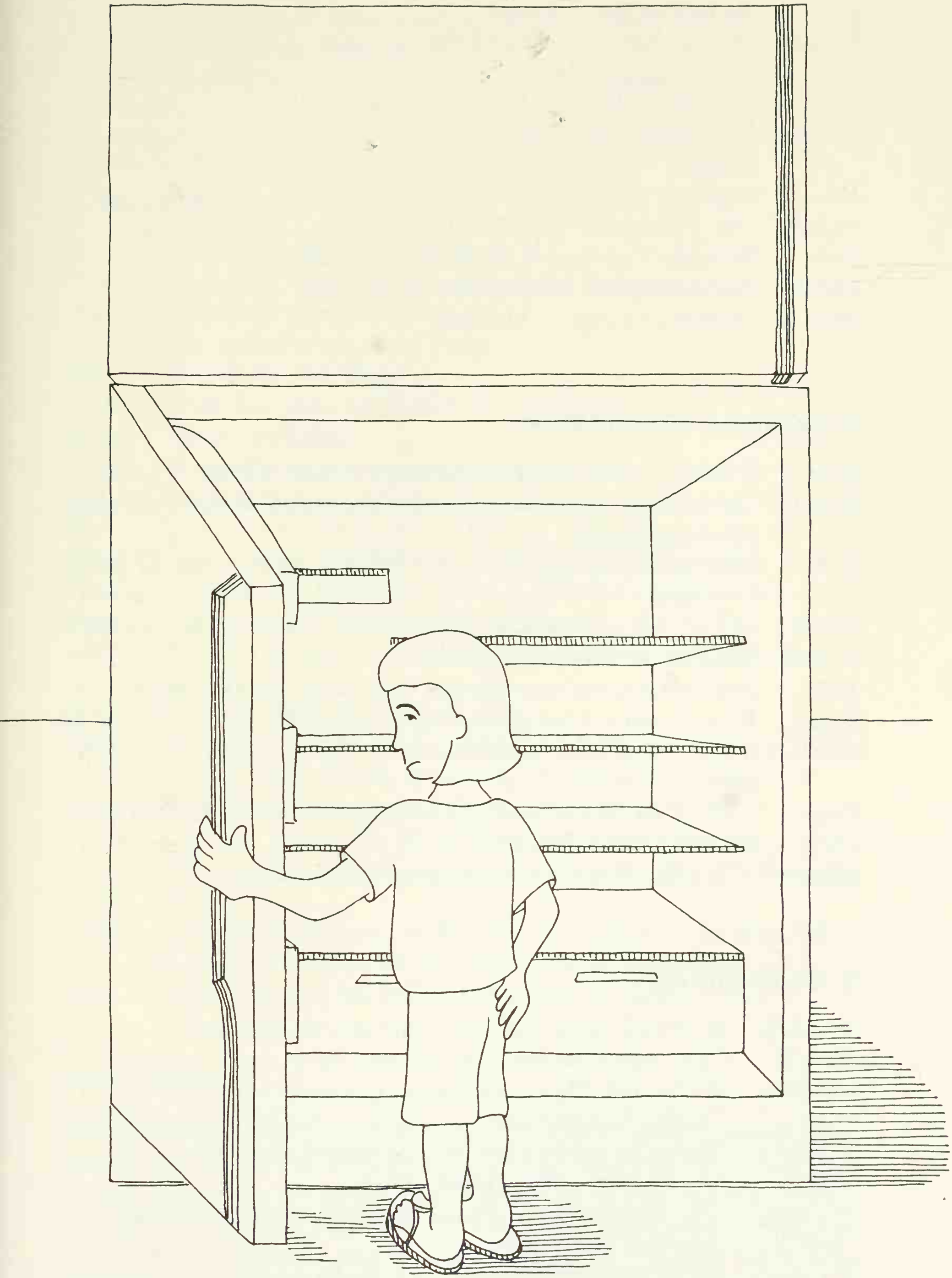
‘A‘ohe	+	**Subject**	+	**Place**	+	**Time**
‘A‘ohe		papa		i ka hale Webster		i kēlā ‘apōpō.
‘A‘ohe		mea ‘ai		i ka pahu hau.		

There is no class in Webster Hall tomorrow.
There is no food in the refrigerator.

III. DIALOGS

1. Ma ke kelepona i Honolulu

Luika: E Pua, ua lohe ‘oe? Ua ne‘e ‘o Kimo mā i Kona.
Pua: ‘Oia? ‘A‘ole au i lohe. No ke aha mai?
Luika: He hana hou kāna i laila.
Pua: He aha kāna hana hou?
Luika: ‘O ka luna ‘o ia i ka hale hua makekemia i Nāpo‘opo‘o.



Pua: He hale ko lāua i Kona?
Luika: ʻAe, he hale nō ko ka hui makekemia. E noho ana ʻo Kimo lāua ʻo Lauaʻe i laila.
Pua: He ʻāina wela loa ʻo Kona, ʻaʻole anei?
Luika: ʻAe, pololei, akā ʻoluʻolu ko lāua hale. Pā mai ka makani i ka lā apau.
Pua: A pehea? He hana nō hoʻi kā Lauaʻe?
Luika: ʻAe, e hana ana ʻo ia i ka hale mākaʻi.
Pua: Pōmaikaʻi nō lāua. E kelepona aʻe au iā lāua.
Luika: Eia kā lāua helu kelepona hou: 737-5824.
Pua: Mahalo, e Luika. A hui hou.

2. Kelepona ʻo Pua iā Kimo

Pua: E Kimo, ua lohe au, he hana hou kā ʻolua i Kona.
Kimo: ʻAe, pololei. A he hale hou nō hoʻi ko māua. E kipa mai ʻolua i kēia hopena pule.
Pua: Hiki nō. E hoʻolimalima mai māua i ke kaʻa ma ke kahua mokulele.
Kimo: ʻAʻole! He kalaka koʻu, a he kaʻa ko Lauaʻe. E kiʻi aʻe au iā ʻolua. E, he pōpoki kā ʻolua?
Pua: Nui loa kā māua mau pōpoki. Makemake ʻoe i ka pōpoki?
Kimo: E lawe mai i ʻelua paha, ʻekolu paha. He mau ʻiole nui kā māua i ka pā a me ka hale nō hoʻi. ʻAi lākou i ka hua makekemia.
Pua: Tsā! ʻAʻole ʻai ko Honolulu nei pōpoki i ka ʻiole. ʻAi lākou i ka mea ʻai pōpoki wale nō.
Kimo: ʻOia paha. E kiʻi aʻe au i ka pōpoki mai Kailua.

3. Ma ke kula nui

Haʻaheo: E ʻAuliʻi, ʻaʻole ʻoe i hele mai i ke kula i nehinei.
ʻAuliʻi: ʻAe, ʻano ʻōmaʻimaʻi au. He anu koʻu.
Haʻaheo: Aloha ʻino. He kauka kāu ma Honolulu nei?
ʻAuliʻi: ʻAʻole. ʻO Maui kuʻu ʻāina hānau. Aia kaʻu kauka i laila.
Haʻaheo: He kauka maikaʻi loa kaʻu. Makemake ʻoe i kona inoa?
ʻAuliʻi: ʻAe., mahalo. He penikala kāu?
Haʻaheo: ʻAe. E kākau aʻe au i kāna helu kelepona me kēia pepa.
ʻAuliʻi: Aia i hea kēia kauka?
Haʻaheo: He keʻena kona ma Kaimukī. He kaʻa kou?
ʻAuliʻi: ʻAʻole. E hele ana au ma ke kaʻa lawe ʻohua.

Ha‘aheo: ‘A‘ole loa. E lawe aku au iā ‘oe ma ko‘u ka‘a. E hele paha kāua i kēia ‘auinalā.

‘Auli‘i: He hoa aloha lokomaika‘i ‘oe; e kelepona aku au i ke kauka.

4. Ma kā Tuti papa

‘Eleu: E ke kumu, he mau nīnau ka‘u.

Tuti: Maika‘i, e ‘Eleu. He mau pane ka‘u. He aha kāu mau nīnau?

‘Eleu: He ‘ohana kou ma Ni‘ihau?

Tuti: ‘Ae, aia ko‘u māmā mā i laila.

‘Eleu: He kelepona kā lākou?

Tuti: ‘A‘ole loa. He mokupuni li‘ili‘i ‘o Ni‘ihau.

‘Eleu: He ka‘a ko lākou?

Tuti: ‘A‘ole. He mau kalaka wale nō ko nā luna.

‘Eleu: He lio paha ko kou ‘ohana?

Tuti: ‘A‘ole! Hele wāwae lākou i kēlā me kēia wahi.

‘Eleu: A pehea? Aia ka hale kū‘ai ma Ni‘ihau, ‘a‘ole anei?

Tuti: ‘A‘ole. Kū‘ai nā kānaka i kēlā me kēia mea ma Kaua‘i.

‘Eleu: Auē nō ho‘i! He hale kula ko Ni‘ihau?

Tuti: ‘Ae. Aia ka hale kula, ka hale pule, a me nā hale noho wale nō ma Ni‘ihau.

‘Eleu: Pehea lā? He hale ‘aina ko laila?

Tuti: ‘A‘ole loa. ‘A‘ole nui nā kānaka ma Ni‘ihau. Ho‘okahi haneli kanalima paha ko lākou nui. ‘Ai mau lākou i ka hale.

‘Eleu: He kīwī kā lākou ma ka hale, ‘a‘ole anei?

Tuti: E ‘Eleu, ‘a‘ohe uila ma Ni‘ihau: no laila, ‘a‘ohe kīwī, ‘a‘ohe ki‘i‘oni‘oni, ‘a‘ohe pahu hau, ‘a‘ohe wai wela, ‘a‘ohe kukui uila.

‘Eleu: Auē! Ua mana‘o au, makemake au e noho ma Ni‘ihau, akā e make paha ana au. ‘A‘ole au ma‘a i kēlā ‘ano nohona.

Tuti: Pēlā paha. He hana nui ka nohona me Ni‘ihau.

Dialog Notes

The Ikaika family continues to nourish its relationships, sharing information and visits. Ha‘aheo helps ‘Auli‘i by referring her to her own doctor. Hawaiians are much more comfortable interacting with strangers who are known to them through a common acquaintance. The conversation provides some accurate information about a place that is often romanticized as a paradise because it is the sole remaining intact community of native speakers of Hawaiian.

IV. EXERCISES

A. Possessive Sentences

Fill in the blanks.

1. a. He kalaka hou __________ Kiaka? b. ‘Ae, he kalaka hou kona.
2. a. He hua makekemia kā ka ‘iole? b. ‘Ae, he hua __________.
3. a. He kamali‘i lō‘ihi kā Moana? b. ‘Ae, he kamali‘i lō‘ihi loa __________.
4. a. He lio _____ __________? b. ‘Ae, he lio ko māua.
5. a. He ke‘ena ko ka māka‘i? b. ‘Ae, he ke‘ena __________.
6. a. He nīnau __________? b. ‘Ae, he nīnau ka‘u.
7. a. He anu __________ ka luna? b. ‘Ae, he anu __________.
8. a. He kumu akamai kā nā haumana? b. ‘Ae, he kumu akamai _____ __________.
9. a. He wai hua‘ai kā kākou? b. ‘Ae, he wai hua ‘ai _____ __________.
10. a. He hale kula _____ Ni‘ihau? b. ‘Ae, he hale kula ko laila.

B. Possessive Sentences

Circle the letter of the best answer.

1. a. He ‘iole ko ka pōpoki.
   b. He ‘iole kā ka pōpoki.
   c. He ‘iole ‘o ka pōpoki.

2. a. He lio nani loa ko ka luna.
   b. He lio nani loa kā ka luna.
   c. He lio nani loa ka luna.

3. a. He pōpoki ‘o Kehau.
   b. He pōpoki ko Kehau.
   c. He pōpoki kā Kehau.

4. a. He anu ‘o ia.
   b. He anu kona.
   c. He anu kāna.

5. a. He pane ko kēia mau haumana.
   b. He pane kā kēia mau haumana.
   c. He pane kēia mau haumana.

C. Class-Inclusion, Stative, and Possessive Sentences

Translate into Hawaiian.

1. This is a dead rat.
2. This rat is dead.
3. The cat has a dead rat.
4. That (distant) is a big refrigerator.
5. That (distant) refrigerator is big.
6. My family has a big refrigerator.
7. My sister is a good-hearted woman.
8. I have a good-hearted sister.
9. She is a good boss.
10. Her boss is good.
11. She has a good boss.
12. He is a swift *(ʻāwīwī)* horse.
13. His horse is swift.
14. He has a swift horse.

D. *ʻAʻohe* (There Are None) Sentences

Translate into Hawaiian.

1. There are no rats in the house with cats.
2. There is no wind today.
3. There is no school next week.
4. There was no Hawaiian language class yesterday.
5. There is no answer on this paper.
6. There are no movies in the morning.
7. There is no movie house on the island of Niʻihau.
8. There is also no movie house on Lānaʻi.
9. Maybe there is no movie house on Molokaʻi.
10. There is no bus on Maui.

E. Mixed Review

Translate into Hawaiian.

1. We (3, exclusive) moved from our birthplace in 1980.
2. Does the office have a phone?
3. The boss might be in the office.
4. Does Niʻihau have electricity?
5. My brother has a new house in Kona.
6. This is a cold day, because the wind is blowing.

7. Living on Niʻihau is a difficult task.
8. The children walk everywhere on Niʻihau.
9. Electricity is very expensive on the island of Molokaʻi.

Quiz 1/21

V. VOCABULARY

ʻāina—land
ʻāina hānau—birthplace
ʻano—sort, type
anu—cold, a cold
hele wāwae—to walk
helu kelepona—telephone number
hua makekemia—macadamia nut
ʻiole—rat, mouse
kaʻa lawe ʻohua—bus
kalaka—truck
keʻena—office
kiʻiʻoniʻoni—movies
kukui uila—electric light
lio—horse
lohe—to hear
luna—boss, foreman, manager
mākaʻi—police officer
makani—wind
make—dead; to die
nīnau—question; to ask a question
nohona—life, life-style, living
no laila—therefore
pā—to blow (as the wind)
pahu hau—refrigerator, ice box
pane—to answer, reply
uila—electricity; lightning

Idioms and Phrases

ʻOia paha. Pēlā paha.—That might be so. Maybe so. It might be like that.

12

HA‘AWINA ‘UMIKŪMĀLUA

K-less Possessives and ‘‘Have-a-number’’ Sentences

I. BASIC SENTENCES

1. ‘Ehia ou makahiki?	1. How old are you? (How many your years?)
2. (He) ‘umikūmālima o‘u makahiki.	2. I’m 15 years old. (15 my years.)
3. ‘Ehia a ‘olua keiki?	3. How many children do you (2) have?
4. ‘Eono a māua keiki.	4. We have six children.
5. ‘Ehia keiki a ka hiapo?	5. How many children does the eldest have?
6. ‘Elima a Luika keiki, a ‘elua keiki a Pua.	6. Luika has five children, and Pua has two children.
7. Ho‘okahi wale nō keiki a Lopaka.	7. Lopaka has only one child.
8. Nui kā ‘olua mau keiki.	8. You (2) have a lot of children.
9. Nui ka pilikia o nā haumana.	9. The students have a lot of trouble.
10. E hele ana au i ka hale o ko‘u kaikunāne.	10. I’m going to my brother’s house.
11. ‘A‘ohe o ‘olua māla pua?	11. Don’t you have a flower garden?
12. ‘O kou lā hānau ‘ehia kēia?	12. This is your ‘‘how many’’ birthday?
13. Hū ka pipi‘i o ka ‘opihi!	13. Wow, how expensive the ‘opihi is!

II. EXPLANATIONS

1. K-less Possessives

All the possessives you have used so far begin with *k-* (*koʻu, kaʻu, kou, kāu, kona, kāna, ko, kā*). They are contractions of the article *ka/ke* and the "pure" possessive (*oʻu, aʻu, ou, āu, ona, āna, o, a*). These "pure" possessives are commonly called "k-less possessives" for obvious reasons. They are used in a number of grammatical patterns, some of which are introduced in this lesson. They often occur in prepositional phrases replacing k-possessive phrases that would otherwise be very complicated and hard for the listener to understand:

k-possessive	my brother's house	*ko koʻu kaikunāne hale*
k-less	the house of my brother	*ka hale o koʻu kaikunāne*
k-possessive	his wife's name	*ko kāna wahine inoa*
k-less	the name of his wife	*ka inoa o kāna wahine*
k-possessive	her family's name	*ko kona ʻohana inoa*
k-less	the name of her family	*ka inoa o kona ʻohana*
k-possessive	my friend's dog	*kā koʻu hoa aloha ʻīlio*
k-less	the dog of my friend	*ka ʻīlio a koʻu hoa aloha*
k-possessive	my students' exams	*kā kaʻu mau haumana mau hōʻike*
k-less	the exams of my students	*nā hōʻike a kaʻu mau haumana*

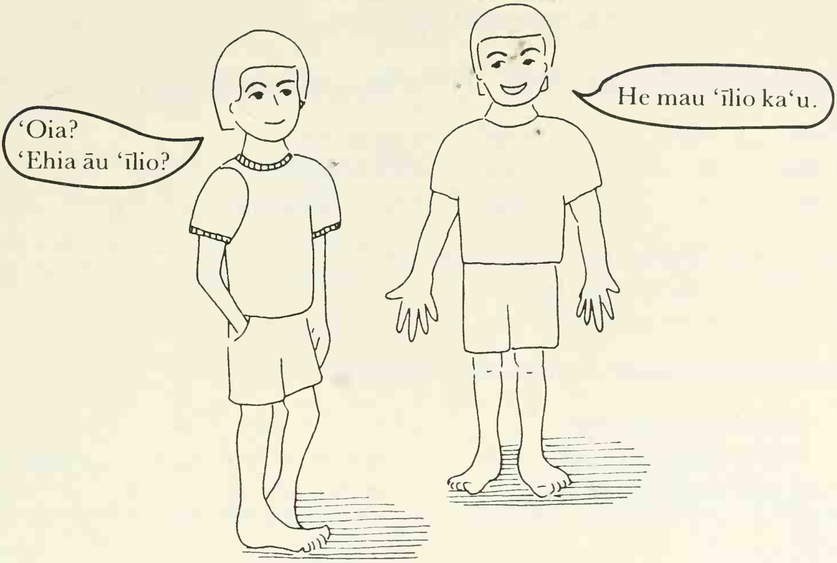
When you encounter a complicated possessive phrase in English, try converting it to the "of" form before translating it.

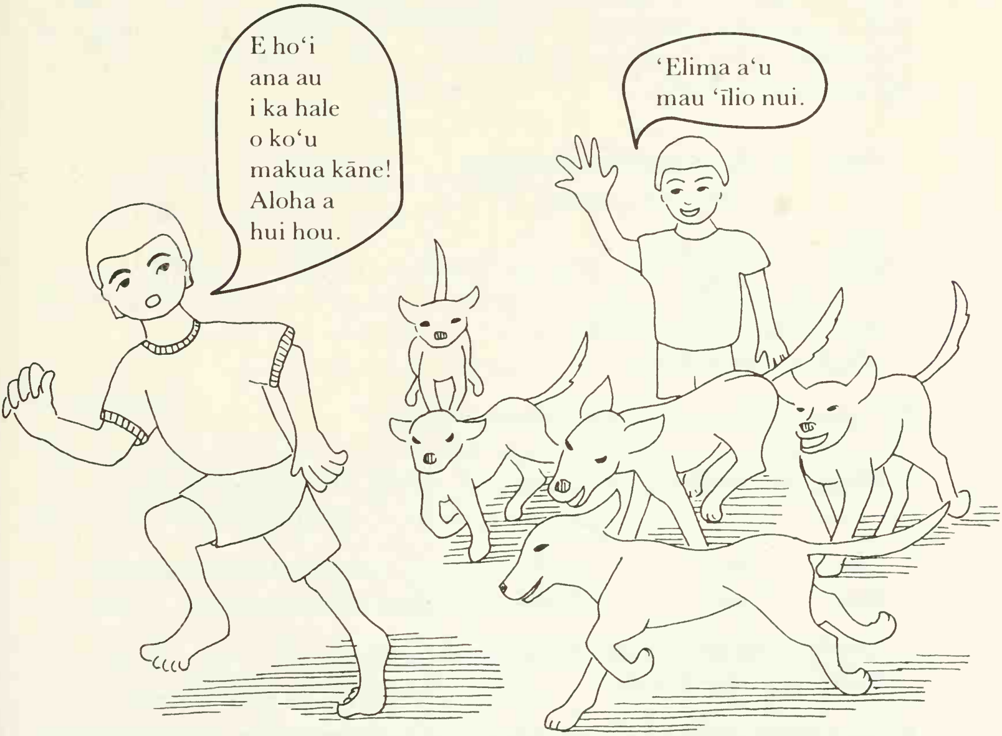
2. "Have-a-number" Sentences

K-less possessives are used in the pattern that asks or tells "how many" someone has of something, including none.

Number/*ʻEhia/ʻAʻohe* +	**K-less possessive** + (pronoun owner)	**N (thing that is owned)**
ʻEhia	a ʻolua	keiki?
ʻAʻohe	a māua	keiki.
ʻEkolu	oʻu	kaikunāne.

How many children do you (2) have?
We have no children.
I have three sons.


He mau ‘īlio ka‘u.
‘Oia? ‘Ehia āu ‘īlio?


‘Elima a‘u mau ‘īlio nui.
E ho‘i ana au i ka hale o ko‘u makua kāne! Aloha a hui hou.

If the owner is a common noun phrase, it usually comes at the end:

Number/*'Ehia/'A'ohe*	**+ N**	**+ K-less possessive (common noun)**
'Ehia	keiki	a ka hiapo?
'A'ohe	ka'a	o ka luahine.
'Umi	moa	a ko'u 'anakala.

How many children does the oldest have?
The old lady doesn't have a car.
My uncle has ten chickens.

Proper names can be used in either position:

'Ekolu a Lani keiki.
'Ekolu keiki a Lani.
Lani has three children.

3. "Have-a-lot" Sentences

Unlike English, Hawaiian uses different patterns for "have-a-number" and "have-a-lot" sentences. "Have-a-lot" sentences are a variation of the "there's-a-lot" pattern in Ha'awina 7. If the subject is a pronoun the pattern is as follows:

Nui	**+ K-possessive pronoun** (pronoun owner)	**± mau**	**+ Noun**
Nui	kā 'olua	mau	keiki.
Nui	kona		aloha.

You (2) have a lot of kids.
She has a lot of aloha.

For noun subjects the usual pattern is below:

Nui	**+ *nā/ka***	**+ Noun**	**+ K-less possessive** (noun owner)
Nui	ka	pilikia	o nā haumana moloā.
Nui	nā	keiki	a Luika.

The lazy students have a lot of trouble.
Luika has a lot of kids.

Proper name and short noun phrase subjects may also follow the pattern for pronouns.

4. *ʻEhia*

Like the other question words you have learned *(aha, hea), ʻehia* can be used as a modifier:

Ua kūʻai mai ʻoe i ka puke aha?
What book did you buy?

Aia ka papa i ka hale hea?
Which building is the class in?

ʻO kou lā hānau ʻehia kēia?
This is your "how many" birthday?

5. Age

To discuss age in Hawaiian, we talk about how many years someone has:

ʻEhia ou makahiki?
How old are you?

(He) ʻumikūmālima oʻu makahiki.
I'm 15 years old.

ʻEhia makahiki o ka muli loa?
How old is the youngest?

ʻElima wale nō makahiki o Kuʻuipo.
Kuʻuipo is only five years old.

We use the regular "have-a-number" pattern. Numbers from ten and higher may be preceded by *he* when they are used to tell quantities.

6. *Hū ka* X!

This expression is used in colloquial speech to mean something is *very* whatever it is (expensive, painful, pretty, etc.). The thing that possesses the quality is often added as a k-less possessive:

Hū ka pipiʻi o ka ʻopihi!
Wow! How expensive ʻopihi is!

Hū ka ʻono o kēia pipi kaula!
This jerked beef is really delicious!

Hū ka ʻeha o koʻu wāwae!
My foot is *so* sore!

III. DIALOGS

1. Ma ko Māmā Ikaika lū‘au

Keola: Aloha, e Māmā Ikaika. ‘O kou lā hānau ‘ehia kēia?
Māmā: ‘O ko‘u lā hānau kanaonokūmālima. ‘Ae, kanaonokūmālima o‘u makahiki.
Keola: Auē ka nani! Maika‘i nō kou ola kino. ‘Ehia a ‘olua keiki?
Māmā: ‘Eono a māua keiki, ‘ekolu keiki kāne, ‘ekolu kaikamahine.
Keola: A ‘ehia a ‘olua mo‘opuna?
Māmā: Auē nō ho‘i ē! Nui loa kā māua mau mo‘opuna. ‘Umikūmāhā paha a māua mo‘opuna.
Keola: ‘Ehia keiki a ka hiapo, ‘o Lilinoe?
Māmā: ‘A‘ohe āna keiki.
Keola: A pehea nā kaikamāhine ‘ē a‘e?
Māmā: ‘Elima a Luika keiki, a ‘elua keiki a Pua.
Keola: A ‘ehia keiki a nā keiki kāne?
Māmā: ‘Elua a ‘Alapaki keiki, ‘ehā a Kimo keiki, a ho‘okahi wale nō keiki a Lopaka.

2. Ma Hilo

Nīele: Hūi, e Lilinoe. E aha ana ‘oe?
Lilinoe: E hele ana au i ka hale o ko‘u kaikunāne, ‘o ‘Alapaki.
Nīele: He aha kāna hana?
Lilinoe: He mahi‘ai ‘o ia ma ka ‘āina ho‘opulapula i Pana‘ewa. Aia ko lākou hale i Keaukaha.
Nīele: ‘Oiai‘o nō? He ‘ohana ko‘u ma Keaukaha. ‘O wai ka inoa o kāna wahine?
Lilinoe: ‘O ‘Ekekela kona inoa. ‘O Ahuna ka inoa o kona ‘ohana.
Nīele: ‘Ā ‘oia! ‘O ko‘u hoahānau kona makuahine. E aloha aku ‘oe iā ia.
Lilinoe: ‘Ae, hiki nō. A hui hou.

3. Ma ko ‘Alapaki mā hale

Kaleo: Aloha kāua, e ‘Anakē. E komo mai!
Lilinoe: Mahalo, e Kaleolani. Auē nō ho‘i! Lō‘ihi loa ‘oe! ‘Ehia ou makahiki?
Kaleo: ‘Umikūmālima o‘u makahiki.
Lilinoe: Hū, he luahine au. ‘Ehia makahiki o kou kaikuahine?
Kaleo: ‘Elima wale nō makahiki o Ku‘uipo. Aia i hea ‘o ‘Anakala ‘Apenela?

Lilinoe: Aia ‘o ia i ka hale. E kanu ana ‘o ia i kēlā me kēia mea i ka māla ‘ai.
Kaleo: ‘A‘ohe o ‘olua māla pua?
Lilinoe: ‘Ae, he māla pua ko māua, akā ua piha loa me kēlā pua kēia pua.
Kaleo: Eia a‘e ko‘u mau hoa aloha. E hele ana mākou i ka hale o kā mākou kumu.
Lilinoe: A hui hou, e Kaleo. E mālama pono ‘oukou.
Kaleo: ‘Ae. ‘A‘ole mākou e kalaiwa ‘āwīwī.

4. Ma ko ‘Alapaki mā hale

‘Ekekela: E Lilinoe, e kala mai ia‘u. ‘A‘ole au i ‘ike, ua hele mai ‘oe.
Lilinoe: ‘A‘ole pilikia. Aia i hea ‘o ‘Alapaki?
‘Ekekela: Ua hele ‘o ia i Pana‘ewa e kanu i ka ‘uala. ‘A‘ohe āu hana i kēia lā?
Lilinoe: ‘Ae, e hana ana au. Ua hele mai au e kū‘ai mai i ka ‘opihi ma ka hale kū‘ai ‘Awili.
‘Ekekela: Auē, ‘a‘ohe a lākou ‘opihi. Ua kelepona au i kēia kakahiaka.
Lilinoe: Tsā! He pilikia nui kēlā. Pipi‘i loa ka ‘opihi ma ka hale kū‘ai nui. Ho‘okahi haneli kanakolu kālā no ho‘okahi kālani.
‘Ekekela: Hū ka pipi‘i! Aia paha ka ‘opihi i Nāpo‘opo‘o. E kelepona aku ‘oe iā Kimo.
Lilinoe: ‘Ae, he mana‘o maika‘i kēlā. E kelepona aku au iā ia.

Dialog Notes

Family relationships continue to be important. Nīele and Lilinoe find that they have a mutual relative, ‘Ekekela. This kind of linking of families is sometimes the basis of “calabash” relatives, people who are related to each other not by blood, but by virtue of their connections to a third person. For example, my biological cousin’s cousin could be my “calabash cousin.”

IV. EXERCISES

A. Personal History

Answer these questions about yourself with complete sentences in Hawaiian.

1. ʻO wai ka inoa o kou mau mākua?
2. He kaikuaʻana kou?
3. ʻEhia ou kaikaina?
4. He kaikuahine kou?
5. He kaikunāne kou?
6. He pōpoki kāu?
7. He ʻīlio kāu?
8. He lio kou?
9. He keiki kāu?
10. He kaʻa kou?
11. ʻEhia ou makahiki?

B. Ka ʻOhana Shaw

Ka Makua Kāne: Run Run (50 makahiki)

Nā Keiki Kāne

Wok Wok (28)
Fly Fly (23)
Bang Bang (18)
Shoot Shoot (6)

Ka Pōpoki

Mi Ow

Ka Makuahine: Go Go (47)

Nā Kaikamāhine

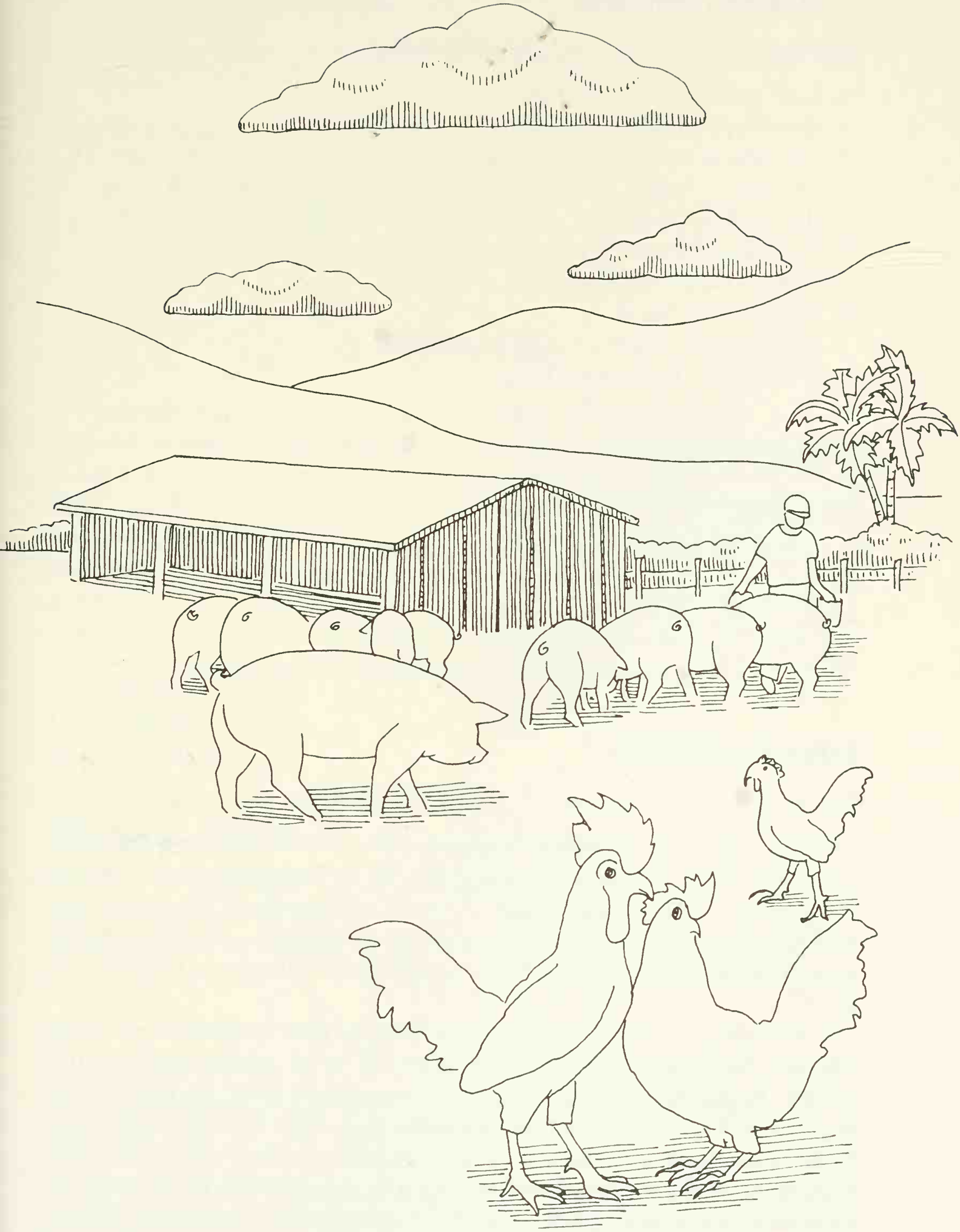
Tse Tse (25)
Chitty Chitty (16)
Bam Boo (12)
Pau Pau (5)

Ka ʻĪlio

Bow Wow

E pane mai i kēia mau nīnau:

1. ʻEhia makahiki o ka makua kāne?
2. ʻO wai ka inoa o ka makuahine?
3. ʻO wai ka hiapo o nā keiki?
4. ʻO wai ka muli loa?
5. ʻEhia kaikuaʻana o Pau Pau?
6. ʻEhia kaikuaʻana o Tse Tse?
7. He kaikaina ko Wok Wok?
8. ʻEhia kaikuahine o nā keiki kāne?
9. He kaikunāne ko nā kaikamāhine?
10. ʻO wai ka inoa o ko Bang Bang kaikaina?
11. If you are male, pretend you are Wok Wok. If you are female, pretend you are Pau Pau. Write ten sentences about your family.



C. Possessive Phrases

Translate these phrases using k-less possessives:

1. Lei "folks" phone number
2. those lazy students' questions
3. that (distant) farmer's vegetable garden
4. my uncle's wife
5. the old lady's health
6. the police officer's truck
7. our (3, exclusive) manager's office
8. that island's name
9. the wind's strength
10. the family's homestead land

D. Mixed Review

Translate into Hawaiian.

1. They (3) moved to their parents' house.
2. Uncle ʻApenela is planting a different sweet potato.
3. Wow! How tasty this Korean food is!
4. Wow! How big your feet are!
5. The haole foreman has a lot of pineapples in his truck.

E. Reading Practice

Practice reading this aloud. Translate it accurately.

Aloha kāua. ʻO Lokelani Kamanu kēia. Hoʻomanaʻo (remember) ʻoe iaʻu? Aia koʻu ʻohana i Nānākuli, kuʻu ʻāina hānau. ʻAʻohe oʻu kaikuaʻana, ʻaʻohe oʻu kaikaina, ʻaʻohe oʻu kaikunāne. ʻO wau wale nō ke keiki i koʻu ʻohana. Akā, nui no nā moa, nā puaʻa, nā ʻīlio, a me nā pōpoki ma ko mākou hale. ʻAʻohe o mākou lio no ka mea, pipiʻi loa ka lio.

E hoʻi aku ana au i Nānākuli i kēia hopena pule no ka mea, aia ka lā hānau o kuʻu tūtū kāne i ka Pōʻaono. ʻO ia ka makua kāne o kuʻu māmā. Ikaika nō kona iwi, a maikaʻi loa nō hoʻi kona ola kino. Hana mau ʻo ia i ka māla ʻai a me ka māla pua i ka ʻāina hoʻopulapula. Makemake loa ʻo ia e kanu iho i kēlā me kēia mea i nā wahi apau. Nui kāna mau pua nani loa. Huhū loa kuʻu kupunawahine no ka mea, ua piha no ka pā, a pipiʻi loa ka wai. He ʻāina wela loa ʻo Nānākuli. Hanawai (to water) ʻo Tūtū kāne i nā mea kanu (crops) i ke kakahiaka a me ke ahiahi i kēlā me kēia lā. Hū! ka nui o ka wai, a hū! ka huhū o Tūtū wahine!

F. Reading Comprehension

Answer these questions about the reading with complete Hawaiian sentences.

1. ʻEhia kaikuaʻana o Lokelani?
2. ʻEhia ona kaikaina?
3. He kaikunāne kona?
4. ʻEhia keiki a ko Lokelani mau mākua?
5. He aha ka hana a ko Lokelani tūtū kāne?

V. VOCABULARY

a—belonging to
ʻāina hoʻopulapula—homestead land
āna—his, her
ʻanakala—uncle
āu—your
aʻu—my
ʻē aʻe—other, another, different
ʻehia—how many
hū!—Wow! Huh!
kālani—gallon
kanu—to plant
komo—to enter
luahine—old woman
mahiʻai—farmer
māla ʻai—vegetable garden
māla pua—flower garden
o—belonging to, of
ola kino—health
ona—his, her
ou—your
oʻu—my
ʻuala—sweet potato

Idioms and Phrases

ʻĀ ʻoia.—That's right. That's it. Right on.
E komo mai!—Come in!
Hū ka X!—Wow, how X!

REVIEW 3

HO‘I HOPE ‘EKOLU

I. SUMMARY OF CONTENTS IN HA‘AWINA 10–12

A. Major Patterns

1. Negative verb sentences
2. “Have-a” sentences
3. K-less possessives
4. “Have-a-number” sentences (including “how many” and “none”)
5. “Have-a-lot” sentences

B. Other Features

1. Numbers
2. *E* imperative with first person exclusive
3. *Ku‘u*
4. *A‘u* with prepositions *(ia‘u, mai a‘u, me a‘u)*
5. *Paha, nō ho‘i, wale nō*
6. Negative locational (*‘A‘ohe* X + place and/or time)
7. *Aha, hea,* and *‘ehia* as modifiers
8. *Hū ka* X!

II. SUMMARY OF “HAVE-A” SENTENCE PATTERNS

The owner is always represented in Hawaiian by a possessive.

1. Somebody has a X.

Nālani has a dog.
She has a horse.

He	+	**Noun (X)**	+	**K-possessive.**
He		‘īlio		kā Nālani.
He		lio		kona.

2. **Somebody has some X.**

I have some books.
We have some sweet potatoes.

He mau	+	**Noun (X)**	+	**K-possessive.**
He mau		puke		ka‘u.
He mau		‘uala		kā mākou.

3. **Somebody (pronoun) has number/how many/no X.**

How many children do you have?
I have no children.
I have two horses.

Number	+	**K-less possessive**	+	**(X).**
‘Ehia				
‘A‘ohe				
‘Ehia		āu		keiki?
‘A‘ohe		a‘u		keiki.
‘Elua		o‘u		lio.

4. **Somebody (noun) has number/how many/no X.**

How many kids does the oldest have?
Lilinoe has no children.
My child has ten kittens.

Number	+	**(X)**	+	**K-less possessive.**
‘Ehia				
‘A‘ohe				
‘Ehia		keiki		a ka hiapo?
‘A‘ohe		keiki		a Lilinoe.
(He) ‘umi		pōpoki		a ka‘u keiki.

Names and short k-less possessives may also follow example 3 above.

5. Somebody (pronoun) has a lot of X.

He has a lot of houses.
I have a lot of work.

Nui	+	**K-possessive pronoun**	±	*mau*	+	**Noun (X).**
Nui		kona		mau		hale.
Nui		kaʻu				hana.

6. Somebody (noun) has a lot of X.

The boss has a lot of kids.
Kapua has a lot of work.

Nui	+	*na/ka*	+	**(X)**	+	**k-less possessive.**
Nui		nā		keiki		a ka luna.
Nui		ka		hana		a Kapua.

Names and short noun phrases may also follow example 5 above.

III. EXERCISES

A. Negative Sentences

Make these sentences negative and translate the sentence you write.

1. He mau pua nani ko ka māla pua.
2. Ua emi loa ka ʻuala i kēia manawa.
3. E kākau ana ʻo ia i kona manaʻo.
4. Pipiʻi loa ka mea ʻai ma ka mokupuni ʻo Molokaʻi.
5. E nīnau mau ana nā kamaliʻi Hawaiʻi.

B. ''Have'' Sentences

Translate into Hawaiian.

1. Niʻihau has no electricity.
2. My brother has homestead land.
3. The rainbow *(ānuenue)* has many colors.
4. I don't have a red pen.
5. ʻIoliʻi ''folks'' have three daughters.
6. The family has a new truck.

7. We (3, inclusive) have some big mangoes.
8. How many feet does a gecko have?
9. He has four feet.
10. Teacher, we (3, exclusive) have a lot of exams in this class.
11. The Portuguese boss has a lot of horses.
12. The rat has some macadamia nuts.
13. Keaukaha has a lot of ʻopihi.
14. That (distant) policeman has a black car.
15. My office doesn't have a refrigerator.

C. Numbers

Write these numbers and dates in Hawaiian:

1. 1938 (date)
2. 26
3. 11
4. 362
5. 5,274
6. umikūmāwalu kanaiwakūmāwalu (date)
7. kanalimakūmāhiku
8. iwakāluakūmākolu
9. kanaiwa
10. ʻeono haneli kanahākūmāiwa

D. *Aʻu* with Prepositions

Translate into Hawaiian.

1. The old lady will rent her house to me.
2. The children counted with me in Hawaiian.
3. Did you-all listen to the tape from me?
4. My uncle may be moving from Hilo to live with me.
5. Tell me your opinion, and I'll tell you mine.

E. Miscellaneous

Translate into Hawaiian.

1. I'll help you, too.
2. There are no movies on Lānaʻi now.
3. There was no TV in Hilo in my childhood.
4. On which island are your parents living?
5. This is your "how many" birthday?

6. There’s good limu kohu only at that (distant) place.
7. Wow, there’s so much breadfruit on the island of Hawai‘i.
8. We’ll (3, exclusive) learn the Hawaiian numbers this weekend.
9. My new red shoes were very cheap.
10. Grandma bought only one gallon of ‘opihi because it was so expensive.

Summary 1: Haʻawina 1–12

A. MAJOR FEATURES

1. Sentences

a. Class-inclusion
b. Equational
c. Imperative (including "let's" and commitment)
d. Stative
e. Simple verb
f. *Ua*
g. *E* verb *ana*
h. *Aia* locational sentences
i. "Have-a" sentences
j. "Have-a-number" sentences (including "how many" and "none")
k. "Have-a-lot," "there's-a-lot-of" sentences
l. Negative forms (except imperative)

2. Object Markers

3. Pronouns

4. Possessives

B. OTHER FEATURES

1. Determiners *(he, ke, ka, nā, kēia, kēnā, kēlā)*

2. Prepositions *(i, ma, mai, maiā, me)*

3. *‘O* and *E* Noun Markers

4. Conjunctions *(a, a me, akā, no ka mea)*

5. *Mau* Plurals, *Mā* (“folks”)

6. *E* Infinitive

7. Compound Subjects

8. Verbless Simple Sentences (*He aha* k-possessive X?)

9. Numbers

10. Intensifiers *(nō, nō ho‘i, wale nō, paha)*

11. *Aha, Hea,* and *‘Ehia* as Modifiers

12. *Hū Ka* X!

C. VOCABULARY

See list following Ha‘awina 24.

13

HA‘AWINA ‘UMIKŪMĀKOLU

Ke Verb *Nei* Sentences and Locatives

I. BASIC SENTENCES

1. E komo mai ‘oe i loko o ka hale ‘aina.	1. Come inside the restaurant.
2. Heluhelu a‘e au i ka nūpepa ma mua o ka ‘aina kakahiaka.	2. I read the newspaper before breakfast.
3. Aia ka nūpepa ma luna o ka pākaukau.	3. The newspaper is on top of the table.
4. Ke ho‘omākaukau nei au i ka mea ‘ai.	4. I am preparing the food.
5. ‘A‘ohe o‘u ma‘a i kēia ‘ano hana.	5. I am not used to this kind of work.
6. Ua ‘ai mua ‘o ia ma ka hale.	6. He ate at home already (beforehand).
7. Aia ‘o Ala Moana Pāka ma kai aku o ke ala nui.	7. Ala Moana Park is seaward of the road (away from me).
8. E ho‘i aku ana au ma hope o ka‘u hana.	8. I'm going back after my work.
9. E kākau mai ia‘u ma mua o kēlā manawa.	9. Write to me before that time (before then).

II. EXPLANATIONS

1. *Ke* Verb *Nei* Sentences

This is the marker we use to show that something is happening here and now. It occurs most often in formal speech making, in church, and in writing. In every-day conversation, it is often replaced by *e* verb *ana,* which also conveys the idea of ongoing action. Remember that although *e* verb *ana* can almost always replace *ke* verb *nei,* the reverse is not true. *Ke* verb *nei* is only used in *present tense* situations that are happening near the speaker.

2. Locatives

These are words that describe locations. They are as follows:

luna	top, above	*lalo*	bottom, under
loko	inside	*waho*	outside
uka	inland, mountainward	*kai*	seaward
mua	before, front	*hope*	behind, after, back
waena	between		

When these words are used as locatives, they are always preceded by *ma* or *i* (on, at, in, to, toward). If they occur with verbs of motion, *i* is the preferred form.

> Aia ka nūpepa **ma** luna o ka pākaukau.
> The newspaper is on top of the table.
>
> E komo mai ʻoe **i** loko o ka hale ʻaina.
> Come inside the restaurant.

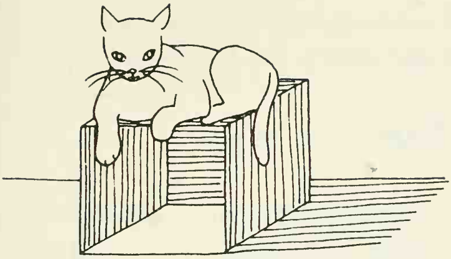
Notice there is no article *(ke/ka)* in front of the locative.

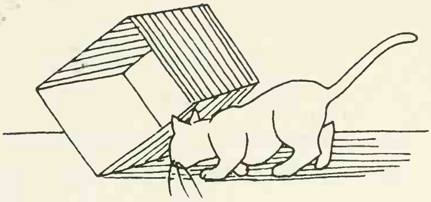
Locatives describe locations relative to things or people:

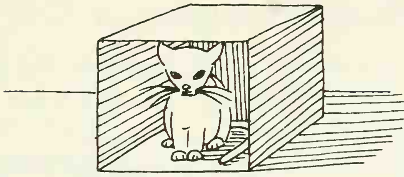
> inside **the car**
> outside **the building**
> between **the children**

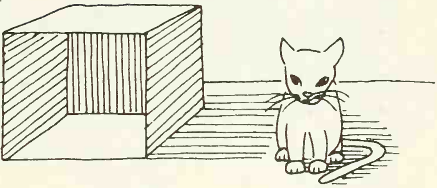
Hawaiians believe that the locations or spaces surrounding things or people belong to them; these locations fall within the thing's or person's territory. Hence, Hawaiian uses the *o*-possessive to express the relationship:

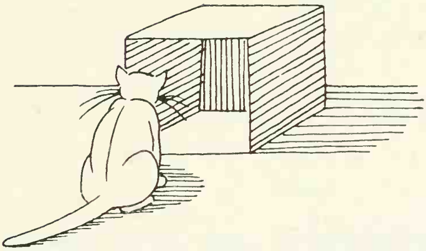
> ma loko o ke kaʻa—inside the car
> (the inside space belonging to the car)
>
> ma waho o ka hale—outside the house
> (the outside area belonging to the house)
>
> ma waena o nā keiki—between the children
> (the between space belonging to the children)

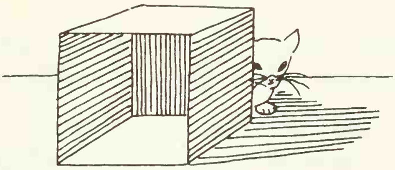


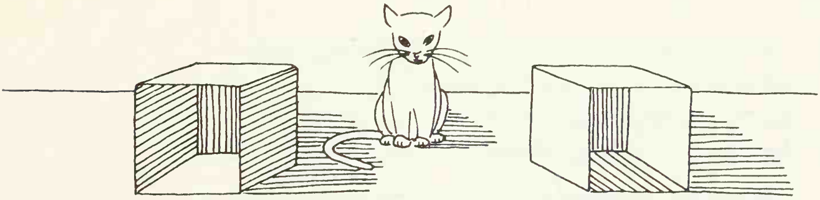












In Haʻawina 14 you will learn to use locatives with the pronouns "me, you, him, her." With other pronouns and names, the rules listed above apply:

ma hope o lākou—behind them; in back of them
ma mua o Lani—in front of Lani

Sometimes we confuse directionals with locatives. Directionals *(mai, aku, aʻe, iho)* tell the direction in relationship to the speaker; locatives tell the location of an action or an object. Locatives can be used with directionals:

Aia ʻo Ala Moana Pāka ma kai aku o ke ala nui Ala Moana.
Ala Moana Park is seaward of Ala Moana Boulevard.

The speaker is inland of Ala Moana Boulevard so *ma kai* of Ala Moana Boulevard involves moving away *(aku)* from her. You will learn to use these forms later; don't worry about them now.

Besides locatives, *ʻaoʻao* (side) is often used to describe locations. It is preceded by the article *ka* and generally followed by *ʻākau* (right) or *hema* (left). Like the locatives, *ʻaoʻao* is preceded by *ma* or *i* followed by *o* when necessary. It can also be preceded by a k-possessive. Here are some examples:

ma ka ʻaoʻao hema o ke pā
on the left side of the plate

ma koʻu ʻaoʻao ʻākau
on my right side

3. *Mua* and *Hope*

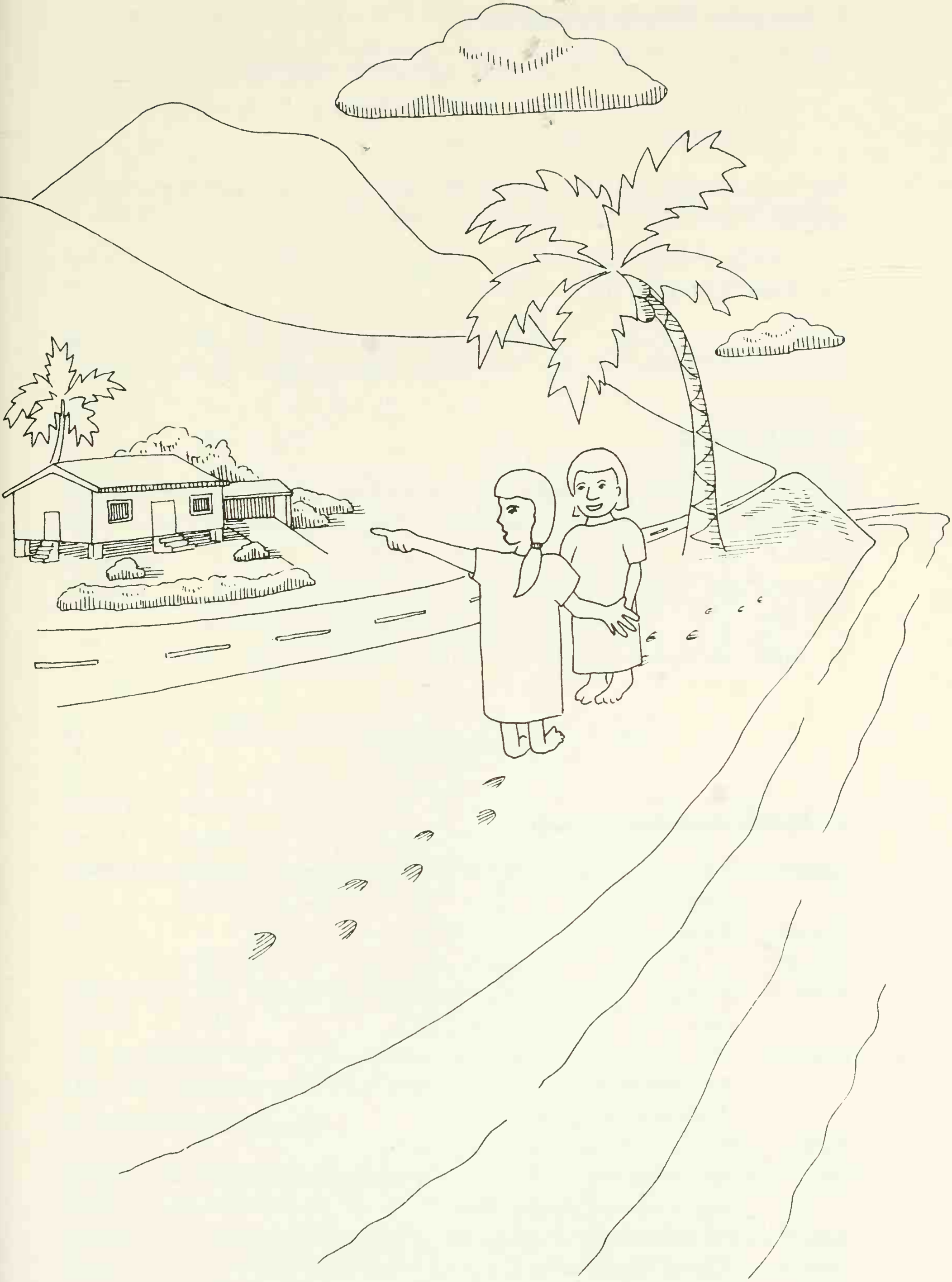
These words are also used to express location in time. When used in time expressions, they are always preceded by *ma:*

ma mua o ka ʻaina kakahiaka—before breakfast
ma hope (iho)—later on, afterwards
ma mua o kēlā manawa—before that time, before then
ma hope o kaʻu hana—after my work

Mua and *hope* are also used as adverbs and modifiers with "time" meanings:

ua ʻai mua ʻo ia—he ate already; he ate earlier
kaʻu papa mua—my first class
ka hōʻike hope loa—the final (last) exam
hele hope—younger brother or sister (come after)

You will see more of these uses in later lessons.



Aia koʻu hale ma uka aku o ke ala nui.

4. Negative Simple Sentences

You already know one way to make a negative simple sentence:

ʻAi au i ka limu. → ʻAʻole au ʻai i ka limu.
I eat seaweed. → I don't eat seaweed.

Another common way to express this idea is with a negative possessive sentence:

ʻAʻohe oʻu ʻai i ka limu.
I don't eat seaweed.

What you are saying is that you don't possess a particular quality (in this case, eating limu) rather than saying that you don't do something.

5. *Kēlā ʻAno* X

This expression means "that kind of X; that sort of X." Notice that there is no *o* in the phrase; it is similar to the pidgin English phrase "da kine":

kēlā ʻano hana—that kind of activity; "da kine" work
kēlā ʻano mea—that sort of thing; "da kine" stuff
kēlā ʻano nohona—that sort of life; "da kine" style

III. DIALOGS

1. Ma ko Lilinoe hale ʻaina

Lilinoe:	E Kimo, e komo mai ʻoe i loko o ka hale ʻaina. Nui ka ua i kēia kakahiaka.
Kimo:	Ke kali nei au iā Lopaka.
Lilinoe:	ʻAʻole pilikia. E hele mai ana ʻo ia i loko e ʻimi iā ʻoe.
Kimo:	Mahalo. E inu iho au i ke kope a heluhelu i ka nūpepa ma mua o ka ʻaina kakahiaka.
Lilinoe:	ʻAe, maikaʻi. Aia ka nūpepa ma luna o ka pākaukau. Ke hoʻomākaukau nei au i ka mea ʻai, akā ʻaʻole moʻa ka laiki. ʻUmi minuke paha a moʻa.
Kimo:	Pehea? Ua mākaukau ke kope?
Lilinoe:	ʻAe, mākaukau. Aia maʻō, ma luna o ke kapuahi. Aia ka waiū i loko o ka pahu hau.
Kimo:	Mahalo. Auē, ʻaʻohe kōpaʻa i loko o kēia ipu.
Lilinoe:	Aia ke ʻeke hou ma lalo o ka pākaukau.
Kimo:	E, loaʻa. E hoʻopiha aʻe au i nā ipu apau.

Lilinoe: Mahalo. A, eia aʻe ʻo Lopaka. E ʻai pū kākou!

Kimo: ʻAʻole hiki. E hele ana māua e kiʻi i koʻu kaʻa hou. Ma hope iho, e hoʻi mai ana nō māua e ʻai.

Lilinoe: Hiki nō. A hui hou.

2. Ma ko Lilinoe hale ʻaina (ke aʻo aku nei ʻo ia i ke kuene hou)

Lilinoe: E ʻoluʻolu ʻoe, e hoʻonoho ʻoe i nā pākaukau.

Ke kuene: Hiki nō, akā he Pākē au. ʻAʻohe oʻu maʻa i kēia ʻano hana.

Lilinoe: ʻAʻole pilikia. E hōʻike aʻe au iā ʻoe.

Ke kuene: Ke kau nei au i ke puna a me ka ʻō ma luna o ke pā. Pololei, ʻaʻole anei?

Lilinoe: ʻAʻole! E kau ʻoe i ka ʻō ma luna o ke kāwele ma ka ʻaoʻao hema o ke pā.

Ke kuene: A pehea ke puna a me ka pahi? Waiho i loko o ke kīʻaha?

Lilinoe: ʻAʻole loa! Aia ke puna ma ke ʻaoʻao ʻākau o ke pā, a kau i ka pahi ma waena o ke pā a me ke puna.

Ke kuene: A kau i ke kīʻaha wai ma mua o ka pahi?

Lilinoe: ʻAe, pololei kēlā. E hoʻopiha ʻoe i ke kōpaʻa, ka paʻakai, a me ke koiū, a mākaukau ka pākaukau.

3. Hoʻi mai ʻo Kimo lāua ʻo Lopaka i ka hale ʻaina

Kimo: Hūi, e Lilinoe, ua hoʻi mai māua ʻo Lopaka.

Lilinoe: Maikaʻi, ua mākaukau ka laiki. He aha ko ʻolua makemake?

Kimo: Makemake au i ʻelua hua moa ma luna o ka laiki.

Lilinoe: Hū ka ʻono kēlā me ke koiū. Ke palai nei au i ka naʻaukake Pukikī. Makemake nō hoʻi ʻoe?

Kimo: ʻAe. A makemake ʻo Lopaka i ka wai huaʻai a me ke kope wale nō.

Lilinoe: No ke aha mai? ʻAʻole ʻo ia pōloli?

Kimo: ʻAʻole. Ua ʻai mua ʻo ia ma ka hale.

4. Ma ko Kimo pā hale

Lehua: E ʻAnakala Kimo, e hele ʻāwīwī mai ʻoe i waho o ka hale!

Kimo: No ke aha mai? He aha ka pilikia, e Lehua?

Lehua: Ke piʻi aʻe nei kuʻu pōpoki liʻiliʻi i luna o ke kumu manakō.

Kimo: ʻAʻole pilikia. Ua maʻa ka pōpoki i kēlā ʻano hana.

Lehua: ʻAʻole. E piʻi aʻe ʻoe i luna e kiʻi iā ia.

Kimo:	ʻAʻole loa! Ma hope iho, e hoʻi iho ana ʻo ia i lalo.
Lehua:	Akā makaʻu ʻo ia i kēlā ʻīlio nui maʻō. .
Kimo:	Hū! ʻAʻole au i ʻike iā ia. Tsā! E hele aku ʻoe i waho o ka pā!
Lehua:	Pololei ʻoe, e ʻAnakala! Ke hoʻi iho nei ka pōpoki i lalo. E lawe aʻe au iā ia i loko o ka hale.

Dialog Notes

Lilinoe is the typical big sister and hiapo, telling her grownup brother to come in out of the rain and anxious to feed him.

IV. EXERCISES

A. E heluhelu ʻoe i kēia leka maiā Tuti i kona ʻohana ma Niʻihau

Aloha kākou, e kuʻu ʻohana!

Ke kākau nei au iā ʻoukou e hōʻike i kaʻu hana ma Honolulu nei. Ke noho nei au i ka hokele Pagoda ma uka o ke kikowaena Ala Moana. Aia kēia kikowaena kūʻai ma waena o ke ala nui Kapiʻolani a me ke ala nui Ala Moana. Aia ʻo Ala Moana Pāka ma kai aku o ke ala nui.

Hū ka nui o nā hale kūʻai pipiʻi loa i loko o Ala Moana. Kū wale nō au i waho a nānā i loko o ka puka aniani. Makaʻu au e hele i loko o ka hale kūʻai, no ka mea ʻaʻole nui kaʻu kālā, a hilahila nō au e nānā wale nō i kēlā me kēia mea. Akā hele au i loko o ka Food Court e ʻai i ka ʻaina awakea. Kū au ma waena o nā mea ʻai mai kēlā me kēia wahi, a makemake au e ʻai i nā mea apau.

E hoʻi aku ana au i Kauaʻi i kēia mahina aʻe ma hope o kaʻu hana ma ke kula nui o Hawaiʻi. E ʻoluʻolu ʻoukou e kākau mai iaʻu ma mua o kēlā manawa no ka mea makemake au e heluhelu i ka nūhou ma Niʻihau.

E mālama pono ʻoukou!

ʻO au iho nō me ke aloha,
Tuti

B. E kākau ʻoe i kēia leka me ka ʻōlelo Hawaiʻi.

Aloha, my dear family!

I am writing this letter to let you know my activities nowadays. Mealani and I are living in Hale Laulima on the seaward side of Dole Street. Men are also living in this dorm, but not in the *(lumi)* rooms

with women! Every day I buy breakfast at Hamilton Snack Bar after my first class. I sit outside of Moore Hall and read the newspaper. Afterwards I go inside to listen to the Hawaiian tapes. I also study between my classes. Before dinner, I go down to Cooke Field to run. I don't run very fast, but it's a relaxing *(ho‘onanea)* activity. In the evening after dinner, I do this and that and study. I have a lot of assignments.

Please write to me. I want pictures of you-all and my dog. Take care.

I am, with love,
Tuti

C. Mixed Review

Translate into Hawaiian.

1. I'm leaving the mangoes inside the refrigerator.
2. The waiter is looking for the shoyu.
3. Leave the eggs on top of the stove.
4. The hungry geckos are climbing up above the window.
5. The lazy dogs are sleeping under the mango tree.
6. I'm not hungry.
7. They (3) are not embarrassed.
8. He doesn't read the newspaper.
9. I'm not working this month.
10. There isn't any fruit juice in (use locative) that glass.
11. Give the milk to the cat in (use locative) this dish.
12. Put a spoon in (use locative) the sugar bowl.
13. Chinese people don't like that kind of rice.
14. This kind of mango is not that delicious.
15. We (3, exclusive) are afraid to eat that kind of chicken.

V. VOCABULARY

‘ākau—right (direction); north
‘ao‘ao—side, page
‘eke—bag, purse (ke)
hema—left (direction); south
hilahila—ashamed, embarrassed
ho‘onoho—to set (as a table)
ho‘opiha—to fill
hope—behind, back, after, later, last (final)
hua moa—egg
‘imi—to seek, to look for
ipu—container, cup, dish
kai—seaward
kapuahi—stove
kau—to place, to put
kāwele—towel, napkin
ke verb nei—present tense marker
kī‘aha—glass (container)
koiū—shoyu

kōpa'a—sugar
kuene—waiter
kumu—tree
laiki—rice
lalo—below, under
loko—inside
luna—above, on top of
mahina—month, moon
maka'u—afraid of, frightened
manakō—mango
mo'a—cooked
mua—before, in front of, first, previous
nūhou—news
nūpepa—newspaper
'ō—fork
pahi—knife
palai—to fry
pi'i—to climb up
pōloli—hungry
puka aniani—window
puna—spoon (ke)
uka—inland
waena—between
waho—outside
waiho—to leave something, to deposit
wai hua 'ai—fruit juice
waiū—milk

Idioms and Phrases

Ho'onoho i ka pākaukau.—Set the table.
'O au iho nō me ka aloha—I am with regards (letter closing)

14

HA‘AWINA ‘UMIKŪMĀHĀ

Comparative Sentences and Negative Imperative Sentences

I. BASIC SENTENCES

1. ‘Oi aku ka ‘ono o ka poi ma mua o ka laiki.	1. Poi is more delicious than rice.
2. Aia ke kōpa‘a i ka ipu ma mua ou.	2. The sugar is in the bowl in front of you.
3. Mai hana ‘ino mai ‘oe ia‘u!	3. Don't make fun of me!
4. ‘Oi aku ko‘u ‘ike maka ma mua ou.	4. My eyesight is better than yours.
5. Ke ‘ike nei nō au i kēlā māka‘i e kau ana i ke kikiki ma luna o kou ka‘a.	5. I see that policeman putting a ticket on top of your car.
6. Hū ka nui o kēlā ka‘a ma hope ona!	6. How big that car behind him is!
7. Mai poina ‘oe i ka ho‘iho‘i mai!	7. Don't forget to return it!

II. EXPLANATIONS

1. Locatives with Singular Pronouns

Ha‘awina 13 explained why locatives are followed by k-less *o*-possessives. If the location being discussed is in relationship to "me, you" (sing.), or "him, her," the k-less possessive forms are used:

i/ma + locative + *o‘u*
ou
ona

Aia ke kōpa‘a ma mua ou.
The sugar's in front of you.

He aha kēia mea ma mua o‘u?
What's this thing in front of me?

Hū ka nui o ke ka‘a ma hope ona!
Wow, the size of the car in back of him!

2. Comparative Sentences

To compare a quality belonging to two subjects, use the following patterns:

‘Oi aku ka quality *o* A *ma mua o* B.

‘Oi aku ka ‘ono o ka poi ma mua o ka laiki.
Poi is more delicious than rice.

OR *‘Oi aku ko* A quality *ma mua o* B.

‘Oi aku ko Tūtū akamai ma mua o kāna mo‘opuna.
Tūtū is wiser than her grandchild.

‘Oi aku ko Kimo mau makahiki ma mua o Lopaka.
Kimo is older than Lopaka.

‘Oi aku kou makapō ma mua o Pua.
You're blinder than Pua.

If the person who possesses the lesser amount (B) is "I, you (sing.), he, she," follow the pattern in explanation 1 above:

‘Oi aku ko Nālei hūpō ma mua o‘u.
Nālei's stupidity is greater than mine.

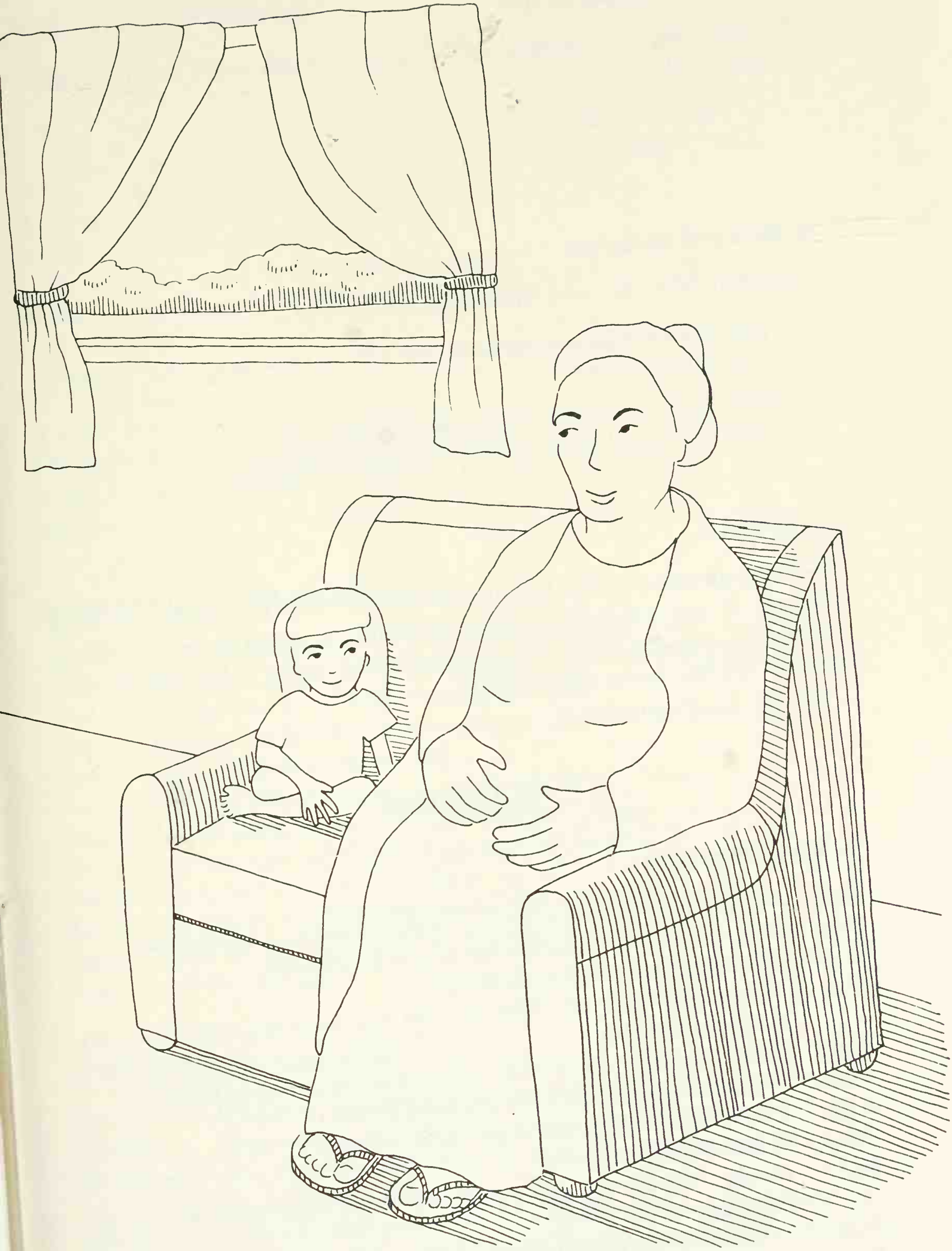
‘Oi aku ko lākou waiwai ma mua ou.
They are richer than you.

‘Oi aku ko ke kuene ‘olu‘olu ma mua ona.
The waiter is more polite than he is.

If the quality being compared is "how good" *(maika‘i),* it is commonly omitted:

‘Oi aku (ka maika‘i o) ko‘u ‘ike maka ma mua ou.
My eyesight is better than yours.

‘Oi aku (ka maika‘i o) ke ‘ano Pākē ma mua o ke ‘ano haole.
Chinese style is better than haole style.



3. Negative Imperatives

To make negative imperative sentences, simply replace *e* (imperative marker) with *mai:*

> E hele ‘oe! → Mai hele ‘oe!
> Go! → Don’t go!

4. Medial *E* Verb *Ana*

This pattern can occur within complex sentences:

> ‘Ike au iā ia e hiamoe ana.
> I see him sleeping.
>
> Mai maka‘u i ka mo‘o e pi‘i ana ma kou wāwae.
> Don’t be afraid of the gecko climbing up your leg.

5. *Ho‘iho‘i*

You have already learned *ho‘i,* to return. This word cannot be used with objects. If you are telling about returning something or somebody (bringing someone back), the form to use is *ho‘iho‘i.* We will discuss other verbs like this in Ha‘awina 15.

III. DIALOGS

1. Ma ko Pua hale

Kale: E Pua, mai waiho ‘oe i ka ipu wela ma luna o ka pākaukau.
Pua: ‘Ae, e kau a‘e au i ka ipu ma luna o ke kapuahi.
Kale: He aha ka mea i loko o kēnā ipu?
Pua: ‘O ka laiki wale nō. ‘Ono au i ka hua moa ma luna o ka laiki wela me ke koiū.
Kale: I ku‘u mana‘o, ‘oi aku ka ‘ono o ka poi ma mua o ka laiki.
Pua: ‘Ai au i ka poi me ke kōpa‘a a me ka waiū.
Kale: I ku‘u wā kamali‘i, ua ‘ai au i kēlā ‘ano poi.
Pua: A pehea i kēia manawa?
Kale: ‘A‘ole. ‘Oi aku ka poi me ka ‘opihi ma mua o ka poi me ke kōpa‘a.
Pua: ‘A‘ohe o‘u ‘ono i ka ‘opihi.
Kale: Laki nō ‘oe, no ka mea pipi‘i loa ka ‘opihi i kēia mau lā.

2. Ma ko Lilinoe hale ‘aina

Kimo: E Lilinoe, e nānā aku ‘oe i waho o ka puka aniani. Aia ko‘u ka‘a hou ma mua o ka hale ‘aina.
Lilinoe: Hū ka nani! ‘Oi aku ka nui o kēia ka‘a hou ma mua o ke ka‘a mua, ‘a‘ole anei?
Kimo: ‘Ae, a ‘oi aku ka pipi‘i nō ho‘i!
Lilinoe: ‘A‘ole pilikia. E inu iho ‘oe i kāu kope!
Kimo: Aia i hea ke kōpa‘a?
Lilinoe: E Makapō, aia i ka ipu ma mua ou!
Kimo: Mai hana ‘ino mai ‘oe ia‘u! ‘Oi aku ko‘u ‘ike maka ma mua ou.
Lilinoe: ‘Oia paha akā, ke ‘ike nei nō au i kēlā māka‘i e kau ana i ke kikiki ma luna o kou ka‘a.
Kimo: Auē nō ho‘i ē! No ke aha lā?
Lilinoe: No ka mea ua kapu kēlā wahi.
Kimo: ‘A‘ole ‘oe i ha‘i mai ia‘u!
Lilinoe: ‘A‘ole ‘oe i nīnau mai!

3. Ma ko Luika hale i Honolulu

Luika: E Pua, e nānā mai ‘oe i kēia mau ki‘i o Kimo mā.
Pua: Hū ka nui o kēlā ka‘a ma hope ona!
Luika: ‘O kona ka‘a hou kēlā. Hau‘oli loa ‘o ia.
Pua: He mea maika‘i ke ka‘a nui, no ka mea ‘ano nui kona ‘ohana.
Luika: ‘Ae, a hele mau lākou i Hilo.
Pua: ‘Oi aku paha ke kalaka ma mua o ke ka‘a.
Luika: ‘A‘ole paha, no ka mea nui loa ka ua i Hilo.
Pua: ‘O wai kēia kaikamahine ma waena o ke ki‘i?
Luika: ‘O ka muli loa kēlā, ‘o Lieka.
Pua: Lō‘ihi loa ‘o ia! Makemake au e hō‘ike i nā ki‘i iā Kale.
Luika: Hiki nō, akā mai poina ‘oe e ho‘iho‘i mai!
Pua: ‘A‘ole au e poina.

4. Ma ko Lilinoe hale ‘aina

Ke kuene: E Lilinoe, aia ka mo‘o nui ma luna o ka puka aniani.
Lilinoe: Mai maka‘u ‘oe. ‘A‘ole ‘o ia e ‘ai ana iā ‘oe.
Ke kuene: Mai ho‘ohenehene mai ‘oe ia‘u. Ua maka‘u au i ka mo‘o mai ku‘u wā kamali‘i mai.
Lilinoe: ‘Oia nō? Makemake loa ko‘u kaikaina i nā mo‘o. Waiho ‘o ia i ka wai i loko o ke kī‘aha li‘ili‘i, a hele mai lākou e inu.
Ke kuene: A pehea, hā‘awi paha ‘o ia i ka mea ‘ai?

Lilinoe: ‘Ae, kau ‘o ia i ke kele kuawa ma luna o ke pā li‘ili‘i loa.
Ke kuene: ‘Auē, ‘ano pupule paha ‘o ia.
Lilinoe: E, mai ‘ōlelo pēlā! ‘Oi aku kona akamai ma mua ou.
Ke kuene: ‘A‘ole paha. He aha kāna hana?
Lilinoe: He kumu ‘ōlelo Hawai‘i ‘o ia ma ke kula nui o Hawai‘i.
Ke kuene: Tsā, pololei nō au. ‘Ano pupule ‘o ia.

Dialog Notes

Poi mixed with sugar and milk is a poi cocktail and was often fed to babies. Lilinoe and Kimo have a teasing relationship; Makapō (night eyes) is an insulting name to call someone who doesn't see the obvious. Perhaps Pua feeds geckoes because they are her ‘aumakua, a family god in animal form. Take care of your ‘aumakua and your ‘aumakua will take care of you.

IV. EXERCISES

A. Comparative Sentences

Translate into Hawaiian.

1. Cloth napkins are more expensive than paper napkins.
2. His eyes are bigger than his stomach.
3. Pork is more delicious than beef.
4. Cats are smarter than dogs. (Use *ka,* not *nā.*)
5. His wife was more embarrassed than he was.
6. Gas *(ea)* stoves are better than electric stoves.
7. You are probably hungrier than I am.
8. The gecko is more afraid than you are.
9. This glass is prettier than that.
10. There are more English language newspapers than Japanese language newspapers. (The number of English newspapers is more than Japanese papers.)
11. Waimea is colder than Kawaihae.
12. The thieves *(‘aihue)* are smarter than the cops.
13. Fish is more delicious than beef.
14. This haku lei is more beautiful than the wili lei.
15. The dog's head *(po‘o)* is bigger than the rat's.

16. The sea at Ka‘a‘awa is calmer *(mālie)* than at Pūpūkea.
17. Haole kids are more inquisitive *(nīele)* than Hawaiian kids.
18. Sissy Spacek is skinnier than Bo Derek.
19. Old women are more “rascal” than girls.
20. Michel’s Restaurant is more expensive than McDonald’s.

B. Mixed Patterns

Translate into Hawaiian.

‘Eleu: Waiter, take back this chicken, please; it isn’t cooked.
Ke kuene: Okay; I’ll show the boss.
Ha‘aheo: Don’t pick on him!
‘Eleu: I’m not picking on him, but I don’t like raw chicken.
Ha‘aheo: It’s not raw. It’s Chinese style.
‘Eleu: Haole style is better than Chinese style.
Ha‘aheo: If that’s the case, don’t go to a Chinese restaurant. There’s Kentucky Fried Chicken over there, on the other *(kēlā)* side of the street.

V. VOCABULARY

Quiz 2/16

hana ‘ino—to abuse, mistreat, do evil, torment, pick on, make fun of
ho‘iho‘i—to return something
ho‘ohenehene—to tease
‘ike maka—eyesight, eye witness
kapu—reserved, forbidden
kele—jelly, jam
kikiki—ticket
kuawa—guava
mai—don’t! (verb)
makapō—blind
‘oi—to excel, protrude, stick out
‘ono—to crave
poina—to forget
pupule—crazy

15

HA‘AWINA ‘UMIKŪMĀLIMA

Verb Classes and Stative Verbs with Causatives

I. BASIC SENTENCES

1. E ho‘i ana māua ‘o Laua‘e.	1. Laua‘e and I are returning.
2. E ho‘iho‘i ana au i ke ka‘a hou.	2. I’m returning the new car.
3. E hō‘au‘au aku au iā ia.	3. I’ll bathe him.
4. Ua hāmama nō nā puka aniani.	4. The windows are still open.
5. E wehe a‘e kāua i ka puka.	5. We’ll open the door.
6. Ua pa‘a nā puka apau.	6. All the doors are closed.
7. ‘A‘ole ‘o ia i pani i nā puka aniani.	7. She didn’t close the windows.
8. Ua hūnā paha ‘o ia i ke kī.	8. Maybe she hid the key.
9. E pe‘e ana ‘o ia i waho o ka puka.	9. He’s hiding outside the door.
10. Ua make ‘o Koko i ke ka‘a.	10. Koko died by means of the car.
11. Kaulana kēia ‘ano ‘īlio i ka lokomaika‘i.	11. This kind of dog is famous for being good-natured.
12. Pau ka mane‘o i ka hē‘ī maka.	12. The itching is cured by (using) green papaya.

II. EXPLANATIONS

1. Verb Classes

Hawaiian verbs may be divided into three general classes: **transitive, intransitive**, and **stative.**

Transitive verbs describe **actions** that the subject does to something or someone else. The receiver of the action is the **direct object** of the sentence. Although the direct object is not always expressed, it is always possible to do so.

No object: ‘Ai nā keiki ma ke kula.
The children eat at school.

Object: ‘Ai nā keiki **i ka ‘aina awakea** ma ke kula.
The children eat **lunch** at school.

Intransitive verbs describe **actions** that are limited to the subject, such as walking, sleeping, sitting. Since the subject is not doing anything to something or someone else, **intransitive verbs do not have direct objects.**

E ho‘i ana māua ‘o Laua‘e.
Laua‘e and I are returning.

Ua hiamoe nā haumana i ka papa.
The students slept in class.

Students sometimes confuse certain transitive and intransitive Hawaiian verbs. This happens when an English verb that can function both ways is translated by two different Hawaiian verbs.

Transitive:	She **returned** the book last week.	*ho‘iho‘i*
Intransitive:	She **returned** last week.	*ho‘i*
Transitive:	The boy **hid** the kitten in his room.	*hūnā*
Intransitive:	The boy **hid** from the police.	*pe‘e*
Transitive:	We **bathe** our dogs every week.	*hō‘au‘au*
Intransitive:	We **bathe** every night.	*‘au‘au*

2. Stative Verbs with Causatives

Stative verbs describe the **state** or **condition** of the subject (Ha‘awina 5). Because there is no action happening at all, there is no direct object. However, it is common to express the **cause** of the state or condition. The cause is attached to the sentence after the subject, using *i* with common nouns and *iā* with proper nouns and pronouns (*ia‘u* for "me"). It is easy to mistranslate these sentences because the cause markers are identical to the direct object markers.

Ua make ka wahine i kāna kāne.
The woman died by means of her husband.
NOT: The woman killed her husband.

It is also easy to mistranslate in the other direction:

I finished the work. = Ua pau ka hana ia‘u.
NOT: Ua pau au i ka hana! (The work finished me!)

Sometimes we confuse Hawaiian stative verbs with transitive verbs; this happens when an English word that serves both functions has different Hawaiian equivalents.

Transitive:	**Open** the door.	*wehe*
Stative:	The door is **open.**	*hāmama*
Transitive:	The teacher **closed** the door.	*pani*
Stative:	The door is **closed.**	*pa‘a*

It is helpful to know to which class a verb belongs when discussing the distribution of verb markers, direct objects, and passive markers (see Ha‘awina 16). Following is a classification of all the verbs used in this book through Ha‘awina 14. Verbs that function in more than one class are cross-listed. All vocabulary lists beginning with Ha‘awina 15 will label verbs as transitive (vt), intransitive (vi), or stative (vs). Pukui and Elbert, in the *Hawaiian Dictionary* (1986), also use this system.

Compound verbs, which are listed separately here, are transitive verbs with direct objects attached to them, and are used to describe common activities. Because the direct object is already incorporated into the verb, they do not take direct objects.

Transitive

‘ae (agree)
aloha
a‘o
hā‘awi
ha‘i
hana
hana ‘ino
hāpai
helu
heluhelu
ho‘iho‘i
hō‘ike
ho‘ohenehene
ho‘olimalima
ho‘olohe
ho‘omākaukau
ho‘onoho
ho‘opiha
ho‘oponopono
‘ike
‘imi
inu
kākau
kalaiwa
kali
kanu
kau
kelepona
kipa
kōkua
komo
kono
kū
kū‘ai
lawe
lohe
mahalo
makemake
mālama
mana‘o
minamina
nānā
nīnau
‘ōlelo
‘ono
pā‘ani
palai
pane
poina
poke
pule
waiho

Compound Verbs

he‘enalu
ho‘opa‘a ha‘awina
ku‘i ‘opihi
‘ōlelo Hawai‘i

Intransitive

‘au‘au
hele
hiamoe
hiki
ho‘i
holo
holoholo
kū
lu‘u
moe
ne‘e
noho
‘oi
pā
puka
ua
pi‘i

Stative

akamai
anu
‘eha
emi
hau‘oli
hemahema
hilahila
hoka
hou
huhū
hūpō
ikaika
kahiko
kapu
kaulana
kaumaha
kolohe
kū
laki
li‘ili‘i
lō‘ihi
lokomaika‘i
ma‘a
maika‘i
maka
makapō
maka‘u
mākaukau
make
mālie
māluhiluhi
mau
mo‘a
moloā
momona
nuha
nui
ola
‘olu‘olu
‘ōma‘ima‘i
‘ono
pau
piha
pipi‘i
pololei
pōloli
pōmaika‘i
pono
pupule
u‘i
waiwai
wela
wīwī

III. DIALOGS

1. Ma ke kelepona ma Hawai‘i

Kimo: E Lilinoe, e ho‘i ana māua ‘o Laua‘e i Hilo ka lā ‘apōpō.
Lilinoe: Maika‘i; hau‘oli mau au e ‘ike iā ‘olua. He hana paha kāu ma‘anei?

Kimo: ‘Ae, e ho‘iho‘i ana au i ke ka‘a hou.
Lilinoe: Auē! No ke aha mai? He pilikia nui?
Kimo: Ua pa‘a nā puka hope. Ho‘ā‘o mākou e wehe i nā puka akā, a‘ole hiki.
Lilinoe: Tsā! He ho‘opaumanawa kēlā. ‘O ia wale nō ka pilikia?
Kimo: ‘A‘ole. Makemake mākou e pani i nā puka aniani akā, ‘a‘ole hiki. Ua hāmama nō!
Lilinoe: ‘A‘ole pilikia; ‘a‘ole nui ka ua i Kona.
Kimo: E, mai ho‘ohenehene mai ia‘u. He ka‘a hou kēia, a pipi‘i nō ho‘i.
Lilinoe: ‘Ae, pololei; e ho‘oponopono ana lākou i ke ka‘a?
Kimo: ‘A‘ohe o‘u makemake i kēia ka‘a. E noi ana au iā lākou e ho‘iho‘i mai i ka‘u kālā.

2. Ma ko Lilinoe hale

Kimo: Hūi, e Lilinoe, eia nō māua!
Laua‘e: ‘A‘ole ‘o ia e pane mai ana.
Kimo: ‘Ae, a ua pa‘a nā puka apau. Ua hele paha ‘o ia i ka hale kū‘ai.
Laua‘e: ‘A‘ole pilikia. E kali nō kāua.
Kimo: ‘A‘ole ‘o ia i pani i nā puka aniani. E pi‘i a‘e au i loko o ka puka aniani hāmama a wehe i ka puka.
Laua‘e: ‘A‘ole loa! E ‘imi a‘e kāua i ke kī. Ua hūnā paha ‘o ia i ke kī ma waho o ka hale.
Kimo: ‘Ae, pololei ‘oe. Ua poina au; aia ke kī ma loko o kēia ipu pua.
Laua‘e: Maika‘i. E wehe a‘e kāua i ka puka a ho‘iho‘i i ke kī.

3. Ma ko Pua hale

Luika: E Pua, he ‘īlio hou kā ‘olua!
Pua: ‘Ae; ua make ‘o Koko i ke ka‘a.
Luika: Aloha ‘ino! He minamina nō! A he aha kēia ‘ano ‘īlio?
Pua: He kahuhipa ke‘oke‘o ‘o ia. Kaulana kēia ‘ano ‘īlio i ka lokomaika‘i.
Luika: ‘Ae, a he nani nō ‘o ia. Akā, nui nā ‘uku ma luna ona.
Pua: ‘Oia? Auē, e hō‘au‘au aku au iā ia me ke kopa ‘uku.
Luika: ‘Ae, no ka mea, he pilikia nui inā hele nā ‘uku i loko o ka hale.
Pua: E, e. Mane‘o loa ka nahu ‘uku.
Luika: ‘Ae, akā, pau ka mane‘o i ka hē‘ī maka.
Pua: ‘Oia‘i‘o nō? ‘A‘ole au i lohe mua i kēlā ‘ano hana.
Luika: ‘Ae, he mea hō‘olu‘olu i nā nahu apau.

4. Ma ke kula nui i Mānoa

Nīele: E Pua, pehea ka hana ma ke kula nei?
Pua: ʻAno māluhiluhi au i kēia ʻano hana.
Nīele: Pehea? ʻAʻole maikaʻi nā haumana?
Pua: ʻAʻole, ʻaʻole; maikaʻi lākou, a ʻoluʻolu nō hoʻi; akā, kaulana nō naʻe lākou i ka moloā!
Nīele: Ua lohe au ʻoi aku ka moloā o nā kumu.
Pua: E, mai hana ʻino ʻoe. I ka pō me ke ao, hana mau mākou.
Nīele: Tsā, ʻo ia ka pilikia! Mai hana ʻoe i ka manawa apau! E holoholo ʻoe i Mānoa Gardens ma hope o ka papa.
Pua: Pololei paha. E hele aʻe au a inu me kaʻu mau haumana; he hana nanea paha kēlā.
Nīele: ʻAe, a pau kou māluhiluhi i ka hoʻonanea.

5. Ma ka papa ʻōlelo Hawaiʻi

Ke kumu: E Hopoe, aia i hea ʻo ʻEleu?
Hopoe: E peʻe ana ʻo ia i waho o ka puka.
Ke kumu: No ke aha lā? Ua hilahila ʻo ia?
Hopoe: ʻAe. ʻAʻole ʻo ia makemake e hula.
Ke kumu: Tsā! E ʻEleu, e komo mai ʻoe e hula me mākou.
ʻEleu: ʻAʻole. Hilahila loa au. ʻAʻohe oʻu maʻa i kēia ʻano hana.
Ke kumu: ʻO mākou pū! Akā, e hoʻāʻo kākou! ʻO ia ka mea nui.
Hopoe: ʻAe. Ua ʻōlelo nā kūpuna i kēia ʻōlelo noʻeau, "Aʻa i ka hula; waiho i ka hilahila i ka hale."
ʻEleu: He aha ka manaʻo o kēia ʻōlelo noʻeau?
Ke kumu: Eia ka manaʻo: mai makaʻu ʻoe e hoʻāʻo i ka mea hou.
ʻEleu: ʻAe, pololei kēlā. E hula kākou!

Dialog Notes

The focus here is on folk wisdom. First some medicinal advice: green papaya is useful for soothing insect bites. Meat tenderizer, the modern substitute, is made with papaya enzymes. This is followed by a proverb encouraging us to leave embarrassment at home and dare to dance; in other words, don't let embarrassment keep you from learning something new. For more proverbs see Pukui, 1983, *ʻŌlelo Noʻeau.*

IV. EXERCISES

A.

Translate this story into standard English.

Ua hāmama nā puka o ko mākou hale pule i ka pō me ke ao. ʻAʻole mākou pani i nā puka no ka mea, makemake paha nā kānaka e komo i loko i kēlā me kēia manawa. Hele mai nā ʻōpiopio ma mua a ma hope o ke kula, a noho lākou me ka lānai no ka mea, nui ka ua ma Kahaluʻu. Mālama pono lākou i ka hale pule; ʻaʻole lākou i hana ʻino me ke kākau ʻolelo.

I nehinei, ua komo ka pōpoki liʻiliʻi loa i loko o ka hale pule. Hoʻāʻo au e hopu (catch) iā ia akā, ua holo ʻāwīwī ʻo ia a peʻe ma hope o ka ʻokana (organ). Auē, makaʻu loa ʻo ia iaʻu. Ma hope iho, ua puka aʻe ʻo ia a holo aku i waho a piʻi aʻe i luna o ke kumu niu (coconut) lōʻihi loa. ʻAʻole ʻo ia i hoʻi iho i lalo. I ka pō me ke ao, noho paʻa ʻo ia a uē! (cry) I kēia kakahiaka, ua hiki mai ka mākaʻi e kōkua, a ʻimi ʻo ia i ka pōpoki e peʻe ana ma luna ona. Akā, ʻaʻole maikaʻi kona ʻike maka. ʻOi aku ka ʻike maka o ka pōpoki ma mua ona, a ʻaʻole ʻo ia i puka. Ua hoʻi aku ka mākaʻi i ka hale mākaʻi. Ma hope iho, ua hoʻi iho ka popoki i lalo no ka mea, pōloli loa ʻo ia. Hauʻoli loa nā hoa noho apau.

B. Stative Verbs with Causatives

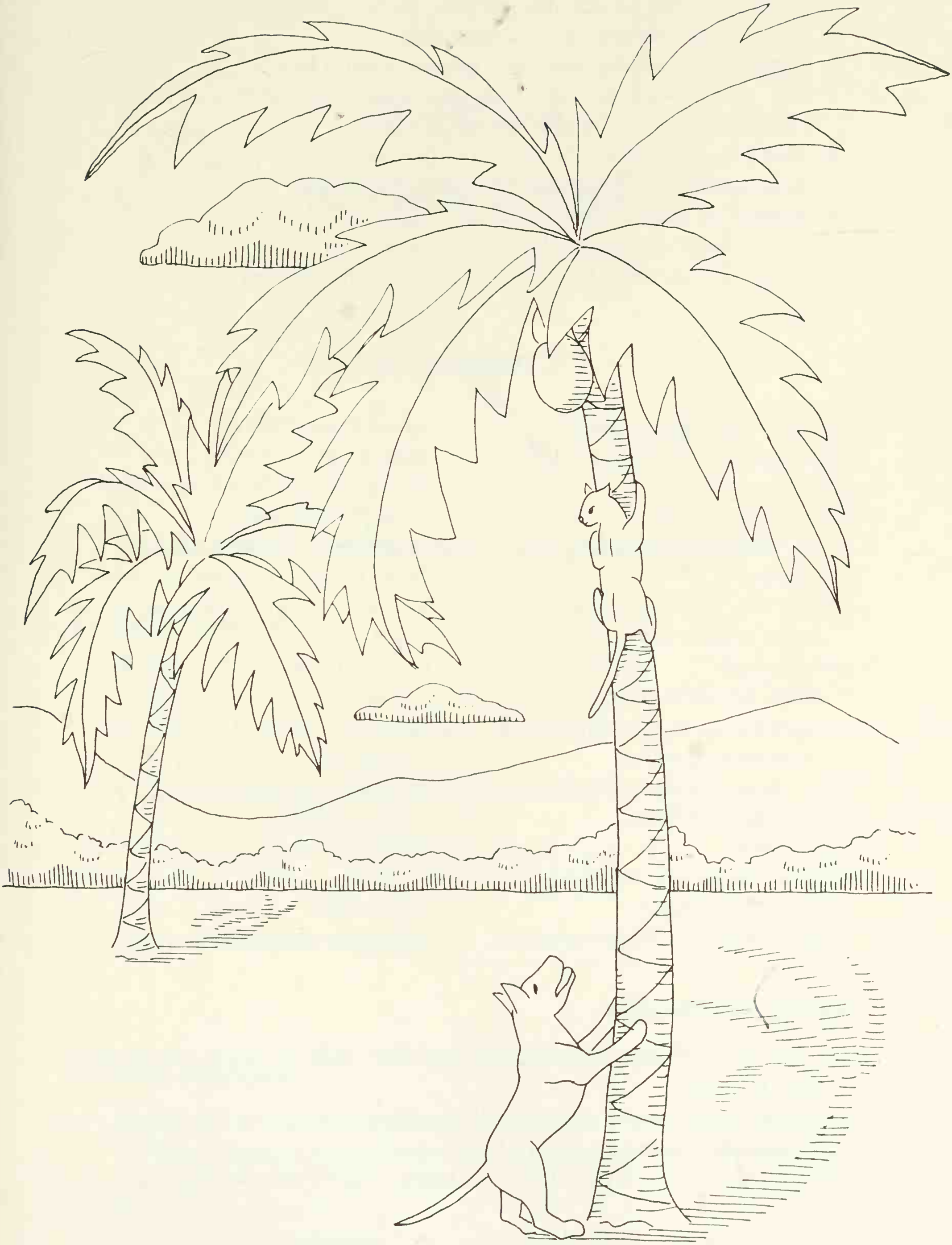
Translate these sentences.

1. Ua paʻa ka puka i ka makani.
2. Ua pau ka hale i ke ahi.
3. Ua maneʻo koʻu mau lima i ka lau manakō.
4. Ua kaulana ʻo Hilo i ka ua nui.
5. Ua nanea kou maka i ka inu pia.
6. Kauaʻi is famous for papayas.
7. My hand is sore from the hot water.
8. The students are sulky because of the big assignment.
9. The mother is tired because of the rascal behavior of her child.
10. The waiter is mad because of the mistreatment.
11. The bird is dead on account of the hungry cat.

C. Transitive and Intransitive Verbs

Translate these sentences.

1. E hoʻihoʻi mai ana koʻu kaikuaʻana i kaʻu mau keiki ma hope o ke kula.



2. E hōʻauʻau aʻe kaʻu kāne i nā ʻīlio.
3. Ua peʻe nā ʻiole ma lalo o ke kapuahi.
4. E hūnā aku ʻoe i ka meaʻono i loko o ka pahu hau.
5. ʻAuʻau nā haole i ke kakahiaka akā, makemake nā Hawaiʻi e ʻauʻau i ke ahiahi ma mua o ka hiamoe.
6. Don't forget to come back home this evening.
7. Kamohoaliʻi brought back the truck after work.
8. Kamapuaʻa hid under the taro at Kaluanui.
9. Don't forget to hide the key outside the house.
10. I'm returning this car because it died during the first trip.

V. VOCABULARY

ao—day (daylight hours)
hāmama (vs)—to be open (door, window)
hēʻī—papaya
hoʻāʻo (vt)—to try
hōʻauʻau (vt)—to bathe (with object)
hōʻoluʻolu (vt)—to soothe, to make comfortable, to ease
hoʻonanea (vi)—to relax, to kick back, to mellow out
hoʻopaumanawa (vt; compound)—to waste time
hūnā (vt)—to hide (with object)
kahuhipa—shepherd
kopa—soap
maka (vs)—green (not ripe)
maneʻo (vs)—itchy
mea nui—main thing, important
naʻe—nevertheless
nahu (vt)—to bite, a bite
nanea (vs)—relaxed, absorbed, engrossed, mellow
noi (vt)—to request, ask for
ʻōlelo noʻeau—saying, proverb
ʻōpiopio—youth, youngster, juvenile
paʻa (vs)—stuck, closed; to be shut
pani (vt)—to close, to shut, to turn off
peʻe (vi)—to hide oneself (no object)
puka (vi)—to emerge, come out; door
ʻuku—flea
wehe (vt)—to open

Idioms and Phrases

ʻaʻa i ka hula; waiho i ka hilahila i ka hale—dare to dance; leave shyness at home
ka pō me ke ao—night and day (all the time)
ʻo mākou pū—us too
ʻO ia ka mea nui.—That's the main thing. That's what's important.

REVIEW 4

HO‘I HOPE ‘EHĀ

I. SUMMARY OF CONTENTS IN HA‘AWINA 13–15

A. Major Patterns

1. Locatives
    a. Simple locatives, plus *‘ao‘ao ‘ākau, ‘ao‘ao hema*
    b. Locatives with verbs of motion
    c. Locatives with *o‘u, ou, ona*
    d. Time locatives *(ma mua, ma hope)*
    e. *Mua* and *hope* as adverbs
2. Comparative sentences (including *o‘u, ou, ona*)
3. *Ke* verb *nei* sentences
4. Verb classes
5. Stative verbs with causatives

B. Other Features

1. Negative imperative sentences
2. Verbless negative sentences *(‘a‘ohe o‘u makemake)*
3. *Kēlā ‘ano* X
4. *Mau, paha, nō*
5. Medial *e* verb *ana* clauses
6. Compound verbs (no direct objects)

due: 3/14

II. EXERCISES

A. Comparative Sentences

Translate.

1. Russ Francis's father is stronger than he is.
2. Hiram Fong is richer than you are.
3. Kaleo's mother is fatter than my mother.
4. My students are lazier than I am.
5. Hawaiian food is more filling *(māʻona)* than Japanese food.

B. Locatives

Translate.

1. under the newspaper
2. on top of the rice
3. in front of him
4. in back of me
5. inside you
6. behind us (3, inclusive)
7. outside the door
8. inland of the church
9. seaward of the road
10. on the right side of the table
11. Your cat is climbing on top of the car.
12. The book is in front of you.
13. Mama is inside the house frying chicken.
14. We (3, exclusive) have already eaten.
15. They (3) are arriving after dinner.

C. Stative Verbs with Causatives

Translate.

1. Ua piha kuʻu ʻōpū i ka ʻai manakō.
2. Ua huhū ʻo Tūtū iaʻu.
3. Ua māluhiluhi ka makuahine i ka hana nui.
4. Ua kaulana ʻo Kamehameha I i ke akamai.
5. Ua maʻa mākou i kēlā ʻano hana.
6. The life *(ea)* of the land continues because of righteousness.
7. The woman is dead because of her crazy husband.

8. The girls are embarrassed by the boys' mischievous behavior.
9. We (3, inclusive) are blessed by love.
10. The birds are afraid of the hungry cat.

D. Miscellaneous

Translate.

1. You (2) didn't listen properly to the teacher.
2. I heard the telephone number of the store on TV.
3. The kids will carry the heavy bundles.
4. We (3, exclusive) study all weekend.
5. Do you know the people who are moving in (use *mai*)?
6. Fill all the glasses with milk.
7. The waiter is taking back (returning) the raw eggs.
8. Don't swim after lunch.
9. Don't return that kind of can *(kini)*.
10. I don't like that kind of shoyu (use a verbless sentence).

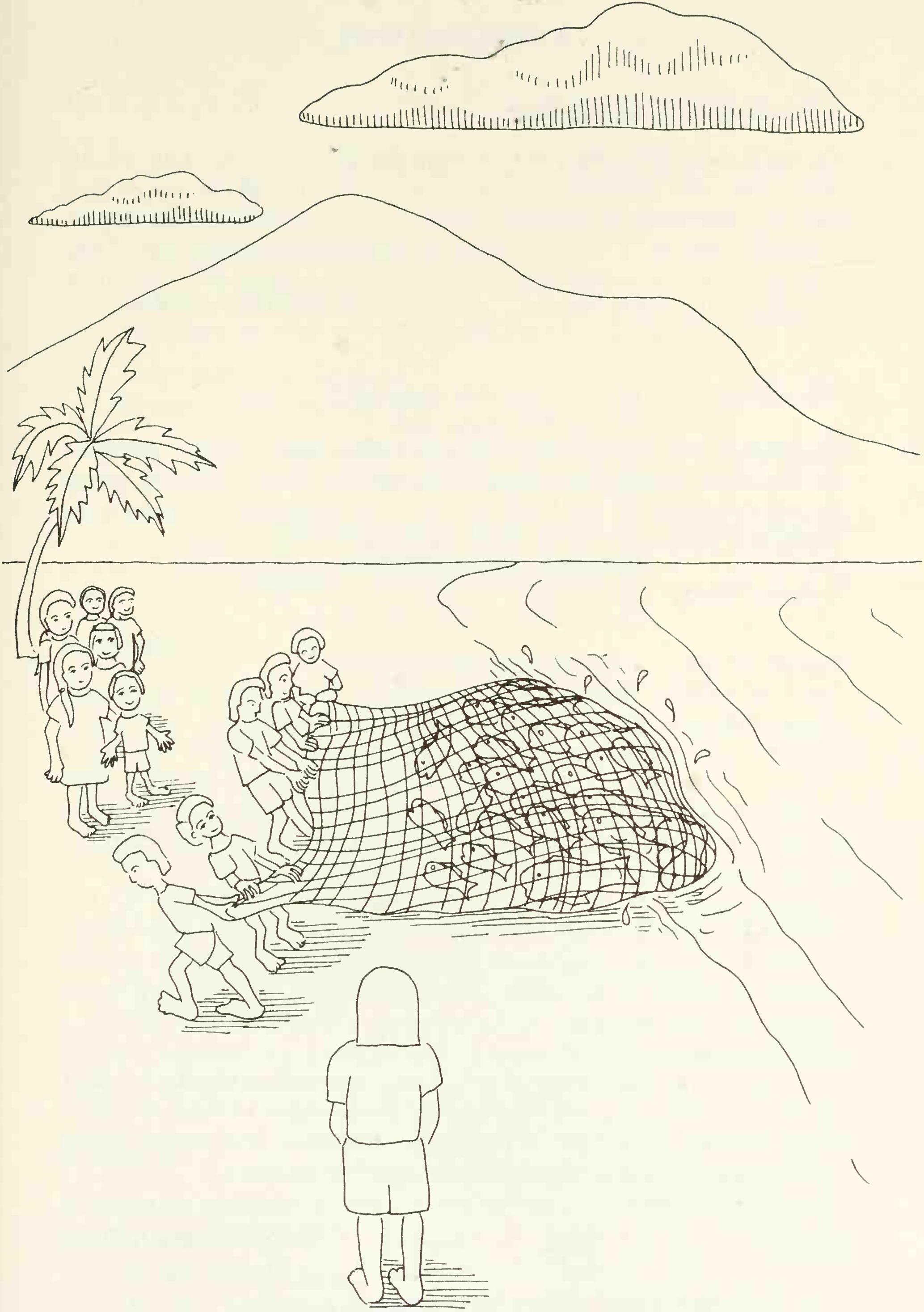
16

HA‘AWINA ‘UMIKŪMĀONO

Passive Voice

I. BASIC SENTENCES

1. Ua a‘o ‘ia ‘o ia e ka makuahine.	1. He was taught by his (the) mother.
2. Ua lawe ‘ia aku ‘o ia e Lopaka.	2. He was taken by Lopaka.
3. Ua ho‘iho‘i ‘ia ke ka‘a e ia i nehinei.	3. The car was returned by him yesterday.
4. Ua hana mua ‘ia nā kope e a‘u.	4. The copies have already been made by me.
5. Ua ‘ike paha ‘ia ka ‘aihue e nā hoa noho?	5. Perhaps the thief was seen by the neighbors?
6. ‘A‘ole i ho‘iho‘i ‘ia mai ke kālā.	6. The money wasn’t returned.
7. Ke ho‘omākaukau ‘ia nei kēlā me kēia mea ‘ai e ke kuene hou.	7. Various dishes (foods) are being prepared by the new waiter.
8. E lawe ‘ia mai ana ka pizza.	8. The pizza will be delivered.
9. E ‘imi ‘ia ana nō ‘o ia e nā māka‘i ma Kona.	9. He is being sought by the police in Kona.
10. ‘A‘ole ‘o ia i kū‘ai mai i kekahi ka‘a ‘ē a‘e.	10. He hasn’t bought another car.
11. Kōkua mau nō kākou kekahi i kekahi.	11. We always help each other.
12. ‘A‘ohe ona mau ka‘a.	12. He doesn’t have any cars.
13. Ua ho‘opa‘a ‘ia ‘elua mau hola ma ka lumi ho‘opa‘a lipine.	13. Two hours have been reserved at the taping room.



II. EXPLANATIONS

1. Passive Voice Sentences

Hawaiians are often more interested in the final outcome of an action, rather than who performs it. This is expressed through the use of passive voice sentences in which the subject receives the action. The subject is literally "passive." This is in contrast to the sentences you have been making so far with action verbs (transitive and intransitive verbs) where the subject has been "active," doing the action; those sentences are active voice sentences.

Past, Active:	Ua a‘o kona makuahine iā ia. His mother taught him.
Past, Passive:	Ua a‘o ‘ia ‘o ia e kona makuahine. He was taught by his mother.
Present, Active:	Ke a‘o nei kona makuahine iā ia. His mother is teaching him.
Present, Passive:	Ke a‘o ‘ia nei ‘o ia e kona makuahine. He is being taught by his mother.
Future, Active:	E a‘o ana kona makuahine iā ia. His mother will teach him.
Future, Passive:	E a‘o ‘ia ana ‘o ia e kona makuahine. He will be taught by his mother.

As shown by the examples above, passive sentences can be past, present, or future time. "Passive" and "active" do not refer to time, but to the ROLE the subject plays in the sentence.

Passive sentences are made by including the passive marker *‘ia* after the verb (or adverb, if there is one). The person or animal who performs the action is the agent and is attached to the sentence with *e.* It is rare for inanimate objects to be agents. Passive sentences do not have direct objects, because the subject is not acting on anything else, but instead is being acted upon.

In fact, if you start with an active sentence and transform it into a passive sentence, you will find that the direct object of the active sentence becomes the subject of the passive sentence. The subject of the active sentence becomes the agent of the passive sentence.

Active:	**Verb**	**Subject**	**Direct Object**
	‘Ai	ka ‘īlio	i ka mea ‘ai.

The dog (subject) eats the food (direct object).

Passive:	**Verb**	**Subject**	**Agent**
	‘Ai ‘ia	ka mea ‘ai	e ka ‘īlio.

The food (subject) is eaten by the dog (agent).

See Exercise E in this lesson for practice in making these transformations.

As with other prepositions, *e* is followed by *a‘u (e a‘u)* for "by me" and by *ia (e ia)* for "by him/her."

> Ua hana mua ‘ia nā kope e a‘u.
> The copies have already been made by me.
>
> Ua ho‘iho‘i ‘ia ke ka‘a e ia.
> The car was returned by him.

Logically, stative verbs cannot be made passive because there is no action involved. However, since the English equivalent sentences are often passive, some speakers, to be "correct," use the Hawaiian passive marker *‘ia* after some stative verbs. Most of these speakers still attach the cause with *i/iā* rather than with the agent marker *e*.

2. *Kekahi*

This word means "a, one, a certain, other, another." Unlike *he,* it can occur within sentences. It is more specific than *he* and is similar in use to the pidgin English "one," as in "I like one cookie" (I want a cookie). Here are some examples of ways *kekahi* is used:

> kekahi puke ‘ē a‘e—another book, a different book
> kekahi i kekahi—each other
> kekahi mau puke—some books
> u‘i loa kekahi kāne, a pupuka kekahi—one man was very handsome, the other was ugly
> i kekahi manawa—once upon a time, at one time (once)
> i kekahi lā—one day, . . .

Kekahi is learned most easily by seeing it used in different contexts. The story "Ka U‘i Palaualelo" in this lesson is a good start.

3. *Mau*

In negative possessive sentences, the use of *mau* (plural marker) gives the meaning of "not any."

> ‘A‘ohe ona mau ka‘a.
> He doesn't have any cars.

The use of *mau* after numbers is optional but common.

> Ua hoʻopaʻa ʻia ʻelua mau hola.
> Two hours have been reserved.
>
> ʻElima a lāua mau keiki.
> They have five children.

4. Word Order in Verb Phrases

You have learned at least one example of all the elements that can go into a verb phrase. Now the trick is to put them together in the correct order. Here is a diagram of the word order in verb phrases. Of course, not all the elements need be used in every verb phrase.

Tense Aspect	**+ Verb**	**+ Adverb**	**+ Passive**	**+ Directional**	**+ Tense Aspect**	**+ nō**	**+ Subject**
Ua		mua	ʻia	mai		nō	
E		wale		aku	ana		
Ke		mau		aʻe	nei		
		paha, etc.		iho			

III. DIALOGS

1. Ma ko Lilinoe hale ʻaina

Lilinoe: Auē nō hoʻi ē! Māluhiluhi nō au i kēia kakahiaka.
Ke kuene: Inā pēlā, e hoʻi aku ʻoe i ka hale. ʻAʻole nui ka hana maʻanei.
Lilinoe: Ua kuke ʻia ka laiki?
Ke kuene: ʻAe, a ke hoʻomākaukau ʻia nei kēlā me kēia mea ʻai e ke kuene hou.
Lilinoe: ʻOiaʻiʻo nō? Ua mākaukau ʻo ia i kēia ʻano hana?
Ke kuene: ʻAe, ua aʻo ʻia ʻo ia e ka makuahine. Ua lawe ʻia aku kona māmā i Hong Kong i kona wā kamaliʻi. Maʻa loa ʻo ia i kēlā me kēia ʻano mea ʻai Pākē.
Lilinoe Inā pēlā, e hoʻi aku ana au. Aia ʻo Kimo mā ma ka hale.
Ke kuene: E aloha aku ʻoe iā lāua. A hui hou, a mālama pono ʻoe i kou kino.
Lilinoe: ʻAe, a hui hou aku nō i ka lā ʻapōpō.

2. Ua ho‘i mai ‘o Lilinoe i ka hale.

Lilinoe: Auē, ua ho‘oponopono ‘ia ka hale apau. E aha ana ‘oe, e Laua‘e?
Laua‘e: Ke kali nei au iā Kimo, no laila e hana ana au i kēlā me kēia mea.
Lilinoe: Hū, ua holoi ‘ia nā lole a me nā pā nō ho‘i! Mahalo nui loa iā ‘oe!
Laua‘e: No‘u ka hau‘oli. Nui loa kāu hana ma ka hale ‘aina; ‘a‘ole lawa ka manawa e hana ma ka hale nō ho‘i.
Lilinoe: ‘Ae, pololei. Akā, aia i hea ‘o Kimo? E ho‘iho‘i ana ‘o ia i ke ka‘a hou i ka hale kū‘ai ka‘a?
Laua‘e: ‘A‘ole; ua ho‘iho‘i ‘ia ke ka‘a e ia i nehinei. Akā, ‘a‘ole i ho‘iho‘i ‘ia mai ke kālā.
Lilinoe: Ke ki‘i a‘e nei ‘o ia i ke kālā?
Laua‘e: ‘Ae, ua lawe ‘ia aku ‘o ia e Lopaka.
Lilinoe: E ho‘i mai ana lāua e ‘ai i ka ‘aina awakea?
Laua‘e: ‘Ae; ua kelepona au i ka hale ‘aina, a e lawe ‘ia mai ana ka pizza.
Lilinoe: Akamai nō ‘oe! ‘Ono loa au i ka pizza me ka pia.
Laua‘e: ‘O au pū! A eia a‘e lāua a me ka pizza nō ho‘i!

3. Ma ke kelepona

Lilinoe: E Pua, ua lohe ‘oe i ka nūhou? Ua ‘aihue ‘ia ko Kimo kalaka i ka pō nei.
Pua: Auē nō ho‘i! Nui kona pilikia! ‘A‘ohe ona mau ka‘a, ‘a‘ole anei?
Lilinoe: ‘Ae. Ua ho‘iho‘i ‘ia kona ka‘a hou i ka hale kū‘ai. ‘A‘ole ‘o ia i kū‘ai mai i kekahi ka‘a ‘ē a‘e.
Pua: A pehea? Ua ‘ike paha ‘ia ka ‘aihue e nā hoa noho?
Lilinoe: ‘Ae, a e ‘imi ‘ia ana nō ‘o ia e nā māka‘i ma Kona.
Pua: Pehea lā? Ua ho‘i aku ‘o Kimo mā i Kona ma ke ka‘a ‘ohua?
Lilinoe: ‘A‘ole loa! Ua ‘ae aku o ‘Alapaki i kona ka‘a iā lāua.
Pua: Pōmaika‘i nō ko kākou ‘ohana, ‘a‘ole anei? Kōkua mau nō kākou kekahi i kekahi.
Lilinoe: ‘Ae, pōmaika‘i nō kākou i ke aloha.

4. Ma ke kula nui

Tuti: E Pua, ua kākau ‘ia ka ha‘awina hou?
Pua: ‘Ae, ua mākaukau. E hana ana ‘oe i ka lipine i kēia lā?
Tuti: ‘Ae, ua ho‘opa‘a ‘ia ‘elua mau hola ma ka lumi ho‘opa‘a lipine.
Pua: Ua lawa paha ho‘okahi hola. ‘A‘ole lō‘ihi loa kēia ha‘awina.

Tuti: E kōkua ʻia mai ana au e Kanaʻi.
Pua: Maikaʻi kēlā; mahalo nui ʻia kona leo e nā haumana.
Tuti: E hele aʻe au e hana i kekahi mau kope o ka haʻawina.
Pua: Auē, ua poina au. Eia nā kope. Ua hana mua ʻia e aʻu.
Tuti: Maikaʻi; e hele aku au e hui me Kanaʻi.

Dialog Notes

The theme of family helping each other is very strong. Kimo and Lauaʻe are staying at Lilinoe's house, so Lauaʻe cleans it and orders lunch. Meanwhile Lopaka takes Kimo to pick up his money. When Kimo's truck is stolen, ʻAlapaki lends him his own car to use in Kona.

IV. EXERCISES

A.

Translate this story.

KA UʻI PALAUALELO

Adapted from Pukui, 1933, *Hawaiian Folktales: Third Series,* p. 168.

I kekahi lā, ua hele aku ʻelua kaikamahine* e **ʻeli** ʻuala. Ma hope iho, ua lawe aku lāua i kā lāua mau ʻuala ma lalo o ke kumu **pūhala. Hoʻomaka** lāua e **pūlehu** i nā ʻuala akā, ua hiki mai ka **ipo** a kekahi o lāua. Piʻi aʻe ke kaikamahine me kāna ipo ma luna o ke kumu pūhala e **hoʻoipoipo.** I kēlā a me kēia manawa, ua **kāhea** ke kaikamahine i luna o ka pūhala i ko lalo kaikamahine, "Ea, e **hoʻohulihuli** ʻoe i kuʻu ʻuala." "ʻAe," pane ke kaikamahine ma lalo, a hoʻohuli ʻo ia i kāna ʻuala ponoʻī. ʻAʻole ʻo ia i nānā i ka ʻuala a ke kaikamahine o luna. A moʻa kekahi ʻuala, ua ʻai ʻo ia, a pūlehu hou nō i kekahi ʻuala. Kāhea hou nō ke kaikamahine ma luna, "E hoʻohuli aʻe ʻoe i kuʻu ʻuala." Ua ʻae ke kaikamahine ma lalo akā, ʻaʻole ʻo ia i pūlehu i kēlā mau ʻuala. ʻAi ʻo ia i kāna mau ʻuala apau, a hele ʻo ia e ʻauʻau kai. **Hoʻomanaʻo** ke kaikamahine o luna i kāna mau ʻuala a kāhea hou nō, "Eia nei, e hoʻohuli aʻe ʻoe i kuʻu ʻuala." ʻAʻohe pane. Kāhea hou aʻe me ka leo nui, "E hoʻohuli aʻe ʻoe i kuʻu ʻuala!" ʻAʻohe pane. Ua iho mai lāua a ʻike i ka ʻuala **pāpaʻa** loa i ke ahi. Huhū nō ke kaikamahine moloā. Hoʻi mai ke kaikamahine mai ka ʻauʻau kai mai, a hana ʻino ka moloā iā ia. Pane mai ʻo ia, "ʻAʻohe uʻi palaualelo o Kaʻū!" A me kēia mau huaʻōlelo, ua kū aʻe ʻo ia a hele me ka ipo a kona hoa. Ua ʻike kēlā kanaka, inā ʻo ka uʻi palaualelo kāna wahine, e pāpaʻa mau ana kāna ʻuala i ke ahi.

I kēia manawa, ‘ōlelo aku nā mākua o Ka‘ū i nā kaikamāhine moloā, “ ‘A‘ohe u‘i palaualelo o Ka‘ū!” Eia ka mana‘o o kēia ‘ōlelo no‘eau: ‘a‘ole makemake nā kāne ‘ōpio o Ka‘ū i nā ipo moloā! ‘A‘ole lawa ka maka a me ke kino u‘i no ka mea, makemake nā kāne e ‘ai i ka mea‘ai ‘ono, ‘a‘ole i ka ‘uala pāpa‘a.

‘eli—to dig
ho‘ohulihuli—to turn
ho‘oipoipo—to make love
ho‘omaka—to begin
ho‘omana‘o—to remember
ipo—sweetheart, lover
kāhea—to call out
pāpa‘a—burnt
pūhala—pandanus (hala) tree
pūlehu—to broil

*Note that the third *a* in *kaikamahine* is not lengthened by the presence of *‘elua.* Words in this class (wahine, makua, kupuna, etc.) occur with lengthened vowels only after *mau* and *nā.*

B. *Kekahi* and *‘Ē A‘e* Exercises

Translate these sentences.

1. I want the other jelly.
2. One girl made love, and the other broiled sweet potatoes.
3. One child will wash the dishes, and the other child will dry.
4. One day, the class will relax with a party (use *i* for “with”).
5. The young people are helping each other.
6. ‘Alena and Hepualei always tease each other.
7. I’m looking for another Hawaiian language teacher; Pua always picks on us.
8. Some items will be returned by the thief.
9. The shepherd forgot some sheep *(hipa)* outside, and they were bitten by the dog last night.
10. Another copy is enough.

C. *Mau* Sentences

Translate, using *mau* in each sentence.

1. I have two parents still living. (use *mau* twice)
2. She hasn’t any grandparents here in Hawai‘i.
3. The exam wasn’t finished after two hours.
4. We (3+, inclusive) don’t have any green papayas, do we?
5. There are four green mangoes in this paper bag.

D. Passive Sentences

Translate.

1. The thief was indeed seen by the neighbors.
2. The new Hawaiian book is being written by me.
3. These eggs were cooked properly by Mama.
4. All the guava jelly was eaten by the geckoes.
5. Perhaps the table will be set by the two of them.
6. The telephone number was given to me by her.
7. Maybe Lia’s truck will be returned.
8. This car was loaned to me by my older brother.
9. Auē! The sausages have been stolen by the hungry dog.
10. The windows and doors will be closed by us after the last class.

E. Passive Sentences

Make these sentences passive and translate the sentences you write.

1. Ke wehe a‘e nei au i ka puka.
2. E heluhelu a‘e ana ‘o ia i ka pepa.
3. Ua ‘ai ‘oe i ka poi apau?
4. Ua pani aku ke kumu i nā puka.
5. E lawe mai ana kou hoahānau i kēlā me kēia mea‘ono mai Hilo mai.
6. E ‘ai ana ‘o Lono i ka laulau.
7. Ke heluhelu nei ke kauka i ka pepa.
8. Ke pani nei ‘o ia i ka puka aniani.
9. E lawe mai ana lāua i nā makana.
10. Ke hā‘awi aku nei ‘o ‘Iokimo i ka leka iā Kala.
11. Ua holoi ‘o ia i ka lole.
12. E ‘ike mai ana ko‘u makuahine iā mākou.

V. VOCABULARY

‘aihue (vt)—to steal; thief
e—by (agent marker with passive ‘ia only)
hānau (vt)—to give birth
hoa noho—roommate, neighbor
hola—hour
holoi (vt)—to wash
ho‘opa‘a (vt)—to reserve, fasten, record, make fast
‘ia—passive marker
kekahi—a, another, one, certain, other
kope—copy
kuke (vt)—to cook
lawa (vs)—enough
no‘u—for me, mine
pūlehu (vt)—to broil, usually vegetables

Idioms and Phrases

i kekahi lā—one day . . .
i kekahi manawa—once upon a time, at one time (once)
ka pō nei—last night
kekahi i kekahi—each other, one another
kekahi . . . kekahi—one . . . the other
kekahi mau X—some X (countable nouns only)
kekahi X ‘ē a‘e—another X
No‘u ka hau‘oli.—The pleasure is mine (you're welcome).

17

HA‘AWINA ‘UMIKŪMĀHIKU

Hiki Sentences

I. BASIC SENTENCES

1.	Hiki paha iā ‘oe ke ho‘i mai i Hilo i kēia ahiahi?	1.	Can you come back to Hilo this evening maybe?
2.	‘A‘ole hiki i nā ‘ōpiopio ke kōkua iā ‘oe?	2.	Can’t the youngsters help you?
3.	Hiki nō ia‘u ke a‘o aku i nā papa.	3.	I can teach the classes.
4.	Hiki paha iā Laua‘e lāua ‘o ‘Ekekela ke kōkua iā ‘oe.	4.	Maybe Laua‘e and ‘Ekekela can help you.
5.	Hiki paha ia‘u ke ho‘oluhi iā ‘oe?	5.	May I trouble you?
6.	‘A‘ole hiki ke ‘alo a‘e.	6.	(It) can’t be helped.
7.	He mea maika‘i inā ‘olua hele pū.	7.	It would be a good thing if you two travel together.
8.	He hana nanea na‘u.	8.	(It’s) an enjoyable task for me.
9.	E kala mai ia‘u i kēia mea ho‘oluhi nāu.	9.	Forgive me (for making) this burdensome task for you.

II. EXPLANATIONS

1. *Hiki* Sentences

Hiki means “to be possible.” It is as close as we can get to the English “can.” To say “somebody can do something,” we rephrase the common English form:

You can go. → (It) is possible for you to go.
I can help you. → (It) is possible for me to help you.
The teenagers can work. → (It) is possible for the teenagers to work.
Kala can eat fish. → (It) is possible for Kala to eat fish.

The subject of *hiki* is always *ia* (it): *hiki ia* = "it is possible," but it is generally omitted in the Hawaiian. Whoever can do the action follows *hiki,* using the same form as direct objects. Instead of the usual infinitive, *e,* verbs in *hiki* sentences are preceded by *ke.* Note: the following pattern says that it is possible for someone to do something; therefore its use is limited to transitive and intransitive verbs (action verbs) in the active voice.

Hiki **+**	**"do-er" (object form) +**	***ke*** **+**	**Verb ±**	**Direct Object**
Hiki	iā ‘oe	ke	hele.	
Hiki	ia‘u	ke	kōkua	iā ‘oe.
Hiki	i nā ‘ōpiopio	ke	hana.	
Hiki	iā Kala	ke	‘ai	i ka i‘a.

Hiki can be made negative by putting *‘a‘ole* at the beginning of the sentence. It can also be made past tense, positive or negative, by following the usual rules.

‘A‘ole hiki iā ‘oe ke ho‘i aku.	You can't return.
Ua hiki iā lākou ke ‘ike iā ia.	They could see him.
‘A‘ole i hiki i ke keiki ke ‘ike.	The child couldn't see.

When *hiki* is used with stative or passivized verbs, the pattern is:

Hiki **+**	***ke*** **+**	**Verb +**	**Subject**
Hiki	ke	pau	kēia hana i kēia lā. (stative)
Hiki	ke	‘ike ‘ia	‘o Moloka‘i i ka lā akaka. (passive)

This work can be finished today.
Moloka‘i can be seen on a clear day.

2. *Inā* with Pronouns

When *inā* is used with pronouns, the pronoun moves to the front of the sentence, immediately after *inā.*

> Inā ‘oe makemake, e ho‘i ana au i kēia lā.
> If you like, I'll return today.

3. N-possessives

It is possible to prefix *n-* to the possessives, with the meaning of "for someone," or "mine, yours, his, hers, ours, theirs." The rules about "o" and "a" class nouns still apply. This lesson has examples of "for someone" usage.

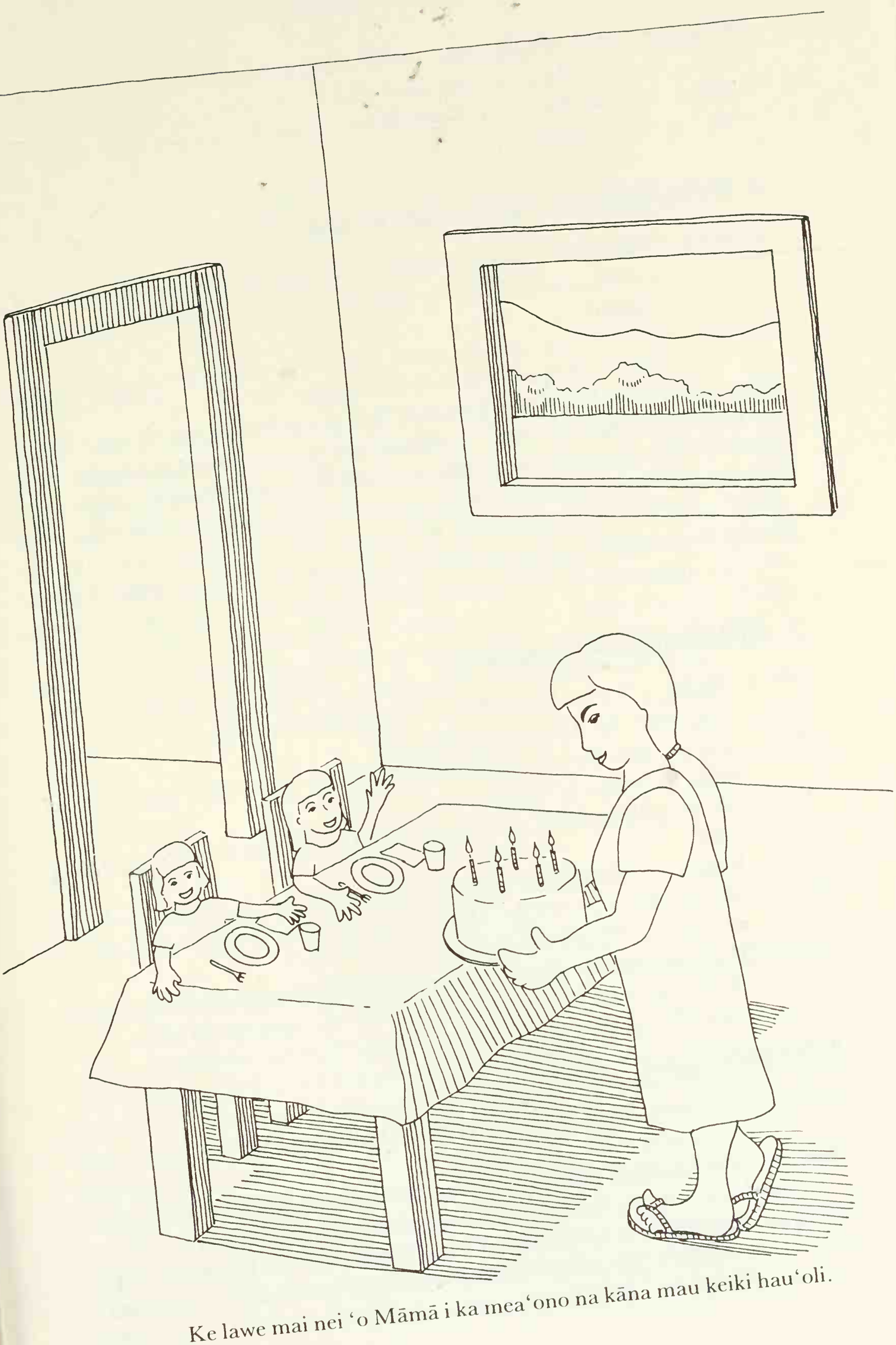
> Makemake au i ‘elua hua moa **na‘u.** (hua moa = a)
> I want two eggs for me.
>
> Ua ki‘i ‘ia ka ‘ai **na** nā keiki pōloli. (‘ai = a)
> Food was obtained for the hungry children.
>
> Ua hana au i kēia mu‘umu‘u hou **nou.** (mu‘umu‘u = o)
> I made this new mu‘umu‘u for you.

You will learn another pattern with n-possessives in Ha‘awina 18.

III. DIALOGS

1. Ma ko Lilinoe hale ‘aina

‘Alapaki: E Lilinoe, ua mākaukau nā mea apau no ka lū‘au i kēia hopena pule?
Lilinoe: ‘A‘ole loa! A pīhoihoi nō ‘o ‘Anakala Pila mā.
‘Alapaki: ‘O kona lā hānau ‘ehia kēia?
Lilinoe: ‘O kona lā hānau kanaiwa. Ua hānau ‘ia ‘o ia i ka makahiki 1898.
‘Alapaki: Hū ke ‘elemakule! Akā ikaika nō kona iwi.
Lilinoe: A pehea ka imu? E kālua ana ‘oukou i ka pua‘a i ka Pō‘alima?
‘Alapaki: ‘A‘ole. E ki‘i aku ana au i ka pua‘a mai Honoka‘a i ka Pō‘alima, a e kālua ana mākou i ka Pō‘aono. No laila, ‘a‘ole hiki iā mākou ke kōkua iā ‘oe me nā mea ‘ai ‘ē a‘e.
Lilinoe: ‘Auē nō ho‘i ē! He pilikia nui kēlā! ‘A‘ole i kuke ‘ia ka lū‘au a me ka he‘e; ‘a‘ole i poke ‘ia ka moa; ‘a‘ole i ho‘omākaukau ‘ia ka waiū niu. Nui loa ka hana.
‘Alapaki: Hiki paha iā Laua‘e lāua ‘o ‘Ekekela ke kōkua iā ‘oe.
Lilinoe: ‘A‘ole hiki iā lāua ke waiho i ka hana.
‘Alapaki: Pehea ‘o Luika mā? Hiki paha iā lāua ke hele mai mai Honolulu mai ma mua o ka hopena pule.
Lilinoe: Hiki paha. E kelepona aku ‘ānō au iā lāua. Akā he mea ho‘onāukiuki kēia.



Ke lawe mai nei ʻo Māmā i ka meaʻono na kāna mau keiki hauʻoli.

‘Alapaki: ‘Ae, pololei, akā, ‘a‘ole hiki ke ‘alo a‘e. ‘A‘ole hiki ia‘u ke ki‘i i ka pua‘a ma mua o ka Pō‘alima.

Lilinoe: ‘Oia nō, a ua kala ‘ia ‘oe i kēia manawa. Akā, mai hana hou pēlā!

2. Ma ke kelepona i ka ‘auinalā Pō‘ahā

Lilinoe: E Pua, hiki paha iā ‘oe ke ho‘i mai i Hilo i kēia ahiahi?

Pua: I kēia ahiahi? No ke aha lā? ‘Elua a‘u mau papa i ka lā ‘apōpō.

Lilinoe: No ka mea, nui ka hana no ka lū‘au i ka Pō‘aono, a ‘a‘ole hiki iā ‘Alapaki mā ke kōkua mai ia‘u.

Pua: Pehea lā? ‘A‘ole hiki i nā ‘ōpiopio ke kōkua aku iā ‘oe?

Lilinoe: ‘Ae, hiki nō, akā, ‘a‘ole lākou ma‘a loa i kēia ‘ano hana.

Pua: Ua ‘ōlelo aku ‘oe iā Luika? Hiki paha iā ia ke hele aku?

Lilinoe: Ua noi mua au iā ia, a e hele mai ana nō ‘o ia. He mea maika‘i inā ‘olua hele pū.

Pua: Tsā! Hiki paha iā Tuti ke a‘o aku i ka‘u mau papa. E kelepona a‘e au iā ia.

3. Ma ke kelepona i Honolulu

Pua: Aloha, e Tuti. Hiki paha ia‘u ke ho‘oluhi iā ‘oe?

Tuti: ‘Ae, hiki. He aha kou makemake?

Pua: Ua noi mai ko‘u kaikua‘ana ia‘u e hele ‘ānō i Hilo akā, he mau papa ka‘u i ka lā ‘apōpō.

Tuti: ‘A‘ole pilikia. Hiki nō ia‘u ke a‘o aku i nā papa. He hana nanea na‘u.

Pua: E kala mai ia‘u i kēia mea ho‘oluhi nāu.

Tuti: ‘A‘ohe mea nui. ‘A‘ole hiki ke ‘alo a‘e. E hele aku ‘oe e kōkua i ka ‘ohana. ‘O ia ka mea nui.

Pua: Mahalo a nui iā ‘oe, e Tuti. He hoa aloha lokomaika‘i nō ‘oe.

Tuti: ‘A‘ole, no‘u nō ka hau‘oli. Aloha aku i ka ‘ohana ma Hilo.

4. Ma ke kula nui

Pi‘ilani: E Tuti, ‘a‘ole hiki iā mākou ke hana i ka hō‘ike i kēia Pō‘akahi a‘e.

Tuti: No ke aha la? ‘O ka Pō‘alima wale nō kēia. Hiki nō iā ‘oukou ke ho‘opa‘a ha‘awina i ka hopena pule apau.

Pi‘ilani: ‘A‘ole, ‘a‘ole. Eia ka pilikia. He mau nīnau kā mākou e pili ana i ka ha‘awina akā, ‘a‘ole i hele mai ‘o Pua. No laila, ‘a‘ole hiki iā mākou ke nīnau aku iā ia.

Tuti: ‘A‘ole hiki ke ‘alo a‘e. Hiki iā ‘oukou ke nīnau mai ia‘u i kēia lā.
Pi‘ilani: Auē, e Tuti! Pīhoihoi loa mākou i kēia hō‘ike nui.
Tuti: Tsā! He hana ma‘a mau ka hō‘ike i kēia papa. ‘A‘ohe mea nui! E ho‘omaka kākou i ka papa.
Pi‘ilani: ‘A‘ole; e hele kākou e ‘ai pū i ka hale ‘aina a ho‘oma‘ama‘a i ka ‘ōlelo Hawai‘i.
Tuti: ‘Ae, he hana maika‘i kēlā. Ma hope o ka papa, hiki iā kākou ke hele.

Dialog Notes

Sometimes helping the family can be stressful. ‘Alapaki finds he can’t help Lilinoe with preparing the food for Uncle’s lu‘au because he is busy with the pig. Rather than tell her right away, he tries to find out if she’s got everything ready. As it turns out, she has lots to do and is upset that he can’t help. The Honolulu family is called on, and Pua really doesn’t want to leave her work, but confronted by Luika’s willingness she reluctantly agrees to try. When Pua calls Tuti for help, Tuti offers to teach before she is asked directly, which makes it easier for Pua. Tuti’s statement is a classic expression of Hawaiian values, “No big deal. It can’t be helped. You go help your family. That’s the main thing.”

IV. EXERCISES

A.

Read and translate this story into standard English.

Ke Kumu Lā‘au ‘Ulu Mua Loa

English version from Pukui, 1933, *Hawaiian Folktales: Third Series,* pp. 127–128.

I ka wā kahiko, ua hiki maila* kekahi **akua** mai Kahiki mai, a noho ‘o ia i Hawai‘i nei. ‘O Kū kona inoa. Ua **male** ‘o ia i kekahi wahine Hawai‘i, a nui loa kā lāua mau keiki. ‘A‘ohe ‘ike o ka wahine, he akua kāna kāne no ka mea, ua hana ‘o ia i kēlā me kēia mea **e like me** nā kānaka ‘ē a‘e.

I kekahi manawa, ‘a‘ole ua ka ua no ka manawa lō‘ihi loa. Ua make ke kalo a me ka ‘uala a me nā **mea kanu** apau. ‘A‘ole lawa ka mea ‘ai, a pōloli loa ‘o Kū mā. Ua nānā akula ‘o Kū i kāna wahine a me nā keiki, a nui kona minamina iā lākou. No laila, i kekahi lā, ha‘i aku ‘o ia i kāna wahine aloha nui ‘ia, “E ku‘u wahine aloha, hiki ia‘u ke ki‘i i ka mea

ʻai **na** ʻoukou akā, inā au hele, ʻaʻole hiki iaʻu ke hoʻi mai.'' ʻAʻole i ʻae kāna wahine i kēia hana akā, ma hope iho, ua lohe ʻo ia i ka leo **uē** o nā keiki, a noi akula ʻo ia i kāna kāne e hele aku a kiʻi i ka mea ʻai na lākou.

Ua hele akula ka ʻohana apau i loko o ka pā, a aloha akula lākou kekahi i kekahi. Haʻi akula ʻo Kū i kona ʻohana, ''E kū aʻe ana au ma luna o kuʻu **poʻo** a **ʻeli** iho i lalo iho o ka **lepo.** Ma hope iho, e puka aʻe ana ka mea ʻai. Aloha!'' A ua kū ʻo ia ma luna o kona poʻo a **nalowale** iho.

Ua noho ihola kāna wahine ma kēlā wahi, a uē ihola ʻo ia i ka pō me ke ao. Ma hope o kekahi mau lā, ua puka aʻela kekahi **kupu.** Ua **ulu** ʻāwīwī loa kēia **kumu lāʻau,** a ʻai ka ʻohana i ka hua ʻai. ʻO ke kumu lāʻau ʻulu mua loa kēia o Hawaiʻi nei. Ua hiki i ko Kū ʻohana wale nō ke **ʻako** i ka ʻulu; ʻaʻole i hiki i nā kānaka ʻē aʻe. Inā hoʻāʻo kekahi kanaka e ʻako, ua hoʻi ihola ke kumu lāʻau ma lalo o ka lepo.

Akā, ma hope iho, ua puka aʻela nā keiki mai ke kumu lāʻau mua mai, a ua hāʻawi ʻia kēia mau kumu lāʻau ʻē aʻe i nā ʻohana apau e kanu i kā lākou mau mala ʻai ponoʻī.

Ua hāʻawi ʻia ka ʻulu i ka **poʻe** Hawaiʻi e Kū, he **mohai** aloha.

ʻako (vt)—to break or pluck
akua—god
e like me—like, resembling
ʻeli (vt)—to dig
kumu lāʻau—tree
kupu—shoot (of a plant)
lepo—dirt, ground
male (vt)—to marry

mea kanu—crops
mōhai—sacrifice
na—for
nalowale (vi)—to disappear
poʻe—people
poʻo (ke)—head
uē (vi)—to cry, lament
ulu (vi)—to grow

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*In past tense narratives, *-la* is often added to directionals. Its function is grammatical, and it does not change the meaning of the directional or the rest of the sentence. It does, however, shift the stress on *iho, aku,* and *aʻe* to the second syllable.

B. *Hiki* Sentences

Translate.

1. Can you surf? No, but I can swim.
2. Can Kalau speak Hawaiian? Yes, his whole family can.
3. Can he go to the shopping center with us (2, inclusive)?
4. He can't go because his mother is really mad at him.
5. Can the fisherman sell his fish?

6. Yeah, he can, but he likes to just *(wale)* give it away.
7. Could they see the canoes *(waʻa)?*
8. They couldn't see them (the canoes).
9. The cat can climb up trees, but the dog can't.
10. (You) can't plant breadfruit on Niʻihau, because there isn't enough rain.

C. Mixed Review

Translate.

1. Kū could get food for his family.
2. If he went, he couldn't return.
3. If you want, I'll pick the flowers for you.
4. This head lei was made for me by ʻAulani.
5. After the heavy rain, the shoots are appearing everywhere in the garden.
6. The old man can't dodge the fast cars.
7. Waiter, bring rice for me and breadfruit poi for Tuti!
8. And don't forget the jerked beef for us (2)!
9. There isn't enough jerked beef for you two.
10. In the old days, the people of Niʻihau dug a big pit *(lua)* and planted the breadfruit trees inside.

D.

Write a short version of "Ka Uʻi Palaualelo" from Haʻawina 16.

E.

Tell the story of "Ke Kumu Lāʻau ʻUlu Mua Loa" in your own words in Hawaiian.

V. VOCABULARY

ʻako (vt)—to break or pluck, as flowers
akua—god
ʻalo (vt)—to dodge, evade, avoid
ʻānō—right away, immediately, now
ʻelemakule (vs), ʻelemākule (pl.)—old (of males), old man
ʻeli (vt)—to dig
hiki (vs)—possible
hoʻoluhi (vt)—to bother, disturb, trouble, inconvenience;

burdensome, demanding, inconvenient
hoʻomaʻamaʻa (vt)—to practice, to get used to
hoʻonāukiuki (vt)—to annoy; annoying, irritating
ke—verb marker (after hiki)
kumu lāʻau—tree
kupu—shoot (of plant)
lāʻau—plant, bush
lepo—dirt, ground
mea kanu—crops
na—for
nalowale (vi)—to disappear
nāu—for you, yours
naʻu—for me, mine
no—for
nou—for you, yours
pīhoihoi (vs)—worried, excited, anxious, astonished
poʻe—people
poʻo (ke)—head
uē (vi)—to cry, lament
ulu (vi)—to grow

Idioms and Phrases

ʻAʻole hiki ke ʻalo aʻe.—[It] can't be helped (lit., [it] can't be avoided).
e pili ana—about, concerning (followed by object marker)
hana maʻa mau—common practice, common occurrence
Hiki iaʻu ke hoʻoluhi iā ʻoe?—May I trouble you? (polite preface to a request)

18

HA‘AWINA ‘UMIKŪMĀWALU

Maopopo Sentences, *Loa‘a* Sentences, and N-possessives

I. BASIC SENTENCES

1. Maopopo ka ‘ōlelo Hawai‘i i kou ‘ohana apau?	1. Does your whole family understand Hawaiian?
2. Maopopo paha iā ‘oe kēlā ‘ano ‘ōlelo?	2. Perhaps you understand that kind of language?
3. ‘A‘ole maopopo ia‘u kēia mau mea hou.	3. I don't understand these new things.
4. Ua loa‘a ka lole hou iā kākou apau.	4. We all got new clothes.
5. Ua loa‘a ia‘u he leka.	5. I received a letter.
6. ‘A‘ole loa‘a iā ‘oe.	6. You don't have it.
7. Ua loa‘a nā lole nani loa ma Hilo.	7. Hilo has really beautiful clothes.
8. Loa‘a ka he‘e i kēia kakahiaka?	8. Is there any octopus this morning? (lit., get octopus this morning?)
9. Nāu kēia ha‘awina hou.	9. This new lesson is yours.
10. No kākou kēia mau lole hou?	10. Are these new clothes ours?
11. No‘u kēia lole wāwae selamoku?	11. Are these denim pants mine?
12. No wai kēia pāpale lauhala?	12. Whose pandanus leaf hat is this?
13. No Pāpā kēnā.	13. That's Papa's. (That is for Papa.)
14. E hana ana au i ka lei hulu pīkake nona.	14. I'm making a peacock feather lei for him.
15. ‘A‘ohe ou aloha no‘u?	15. Don't you have any love for me?

16. Kūʻai mai ʻo ia a hoʻouna no kākou.	16. She bought and sent (them) for us.
17. Nui loa ka pilikia no mākou.	17. There's a lot of trouble for us.

II. EXPLANATIONS

1. *Maopopo* and *Loaʻa* Sentences

Maopopo and *loaʻa* are stative verbs whose English translations make their use tricky for English speakers.

Maopopo means "clear, known, understandable." In the Hawaiian sentence, whatever is known or understandable is the **subject.** The person who knows or understands (the perceiver) is treated the same way as causes with stative verbs in Haʻawina 15—it follows the subject and is marked by *i* or *iā*.

Hence, English:	The student understands the assignment.
Becomes Hawaiian:	The assignment is understandable to the student.
English:	Tūtū knows Hawaiian.
Becomes Hawaiian:	Hawaiian is known to Tūtū.

Maopopo	+	**Subject**	+	**Perceiver**
Maopopo		ka haʻawina		i ka haumana.
Maopopo		ka ʻōlelo Hawaiʻi		iā Tūtū.

When the perceiver is a pronoun the word order commonly changes:

Maopopo	+	**Pronoun perceiver**	+	**Subject**
Maopopo		iā ʻoe		ka haʻawina?
Maopopo		iaʻu		kēia hua ʻōlelo.

Do you understand the assignment?
I know this word.

If the English sentence does not have an object (e.g., "I understand"; "Does the student know?"), the Hawaiian sentence does not have a subject:

Maopopo +	**Perceiver**
Maopopo	ia'u.
Maopopo	i ka haumana?

I understand.
Does the student understand?

Negatives are formed by beginning the sentence with *'a'ole.*

Past tense, positive and negative, is formed in the usual way.

One of the most common uses is in " *'A'ole maopopo ia'u,"* which is used in most situations where the English sentence would be "I don't know."

Loa'a works the same way as *maopopo. Loa'a* means "received, gotten, found, available, caught" and other similar English synonyms. The pidgin English "get" is *loa'a.* (See Exercise B.)

The thing that is gotten is the subject; the "getter" or recipient follows the subject and is preceded by *i* or *iā.*

Hence, English:	The cat got the rat.
Becomes Hawaiian:	The rat was gotten by the cat. (not a Hawaiian passive)
English:	Leinani will receive payment.
Becomes Hawaiian:	Payment will be received by Leinani.

Loa'a +	**Subject** +	**Getter (recipient)**
Loa'a	ka 'iole	i ka pōpoki.
Loa'a	ka 'uku	iā Leinani.

Again, if the "getter" is a pronoun, the word order commonly changes:

Loa'a +	**Pronoun "getter"** +	**Subject**
Loa'a	ia'u	ke kālā.
Loa'a	iā mākou	ka ha'awina hou.

I got the money.
We got the new assignment.

If the object of the English sentence is "it" as in "I got it"; "Do you have it?," the Hawaiian sentence usually omits the subject, *ia.*

Loaʻa iaʻu.
Loaʻa iā ʻoe?

I got it.
Did you get it?

Negatives are formed by beginning with *ʻaʻole.* Past tense, positive and negative, is formed in the usual way.

Note: *loaʻa* is one of the few verbs that can be followed by *he* (sentence 5).

2. N-possessives in Initial Position

N-possessives can be used to ask and answer the question, "Whose is this (thing)?" "This (thing) is mine, yours, hers, his, the teacher's, Kimo's, etc."

The pattern is very simple:

N-possessive	+	**Subject**
No wai		kēia pāpale?
Na wai		ka puke ʻulaʻula?
Na wai		nā hulu pīkake?
Noʻu		kēnā pāpale.
Na ke keiki		ka puke ʻulaʻula.
Na Māpuana mā		nā hulu pīkake.

Whose hat is this?
Whose is the red book?
Whose are the peacock feathers?

That hat is mine.
The red book is the child's.
The peacock feathers are Māpuana "guys'."

Notice that these are verbless sentences, and they are only used to tell whose thing the subject is. N-possessive sentences with verbs, or class-inclusion or equational sentences place the n-possessive near the end of the sentence (review Haʻawina 17 and Haʻawina 18 basic sentences 14–17).

III. DIALOGS

1. Ma ke kula nui

Kana‘i: E Pua, maopopo ka ‘ōlelo Hawai‘i i kou ‘ohana apau?
Pua: ‘A‘ole, no ka mea, ‘a‘ole hiki i ko‘u māmā ke ‘ōlelo Hawai‘i. ‘A‘ole mākou i ‘ōlelo Hawai‘i i ka home.
Kana‘i: Akā, he wahine Hawai‘i ‘o ia, ‘a‘ole anei?
Pua: ‘Ae, he Hawai‘i ‘o ia ma ka ‘ao‘ao makuahine. Akā, ua hānai ‘ia ko‘u kupunahine e kekahi ‘ohana haole.
Kana‘i: A pehea kou pāpā? He Hawai‘i piha ‘o ia?
Pua: ‘A‘ole, he hapa Hawai‘i, hapa Pākē ‘o ia. Hiki iā ia ke ‘ōlelo Pākē.
Kana‘i: A maopopo paha iā ‘oe kēlā ‘ano ‘ōlelo?
Pua: ‘A‘ole. ‘A‘ole ‘o ia i ‘ōlelo Pākē iā mākou. Ua ‘ōlelo haole wale nō mākou ma ka hale.
Kana‘i: Akā, mākaukau nō ‘oe i ka ‘ōlelo Hawai‘i i kēia manawa.
Pua: ‘Ae, ua a‘o mai au ma ke kula nui o Hawai‘i.
Kana‘i: ‘Oia‘i‘o nō? Inā pēlā, hiki paha nō ia‘u ke a‘o mai.

2. Ma ka hale noho haumana

Kalei: E Hopoe, nāu kēia ha‘awina hou. ‘A‘ole loa‘a iā ‘oe, ‘a‘ole anei?
Hopoe: ‘Ae, ‘a‘ole loa‘a ia‘u. ‘A‘ole i hiki ia‘u ke hele i ka papa i kēia lā.
Kalei: No ke aha lā? Ua nīnau mai ke kumu ia‘u, a ‘a‘ole maopopo ia‘u.
Hopoe: Ua loa‘a ia‘u he leka mai ko‘u ‘anakē ma Maui. Noi ‘o ia ia‘u e hele ‘ānō a ki‘i i kekahi mea nāna. No laila, ‘a‘ole au i hele i ka papa.
Kalei: He haumana laki nō ‘oe no ka mea, ho‘ouna ke kumu i kēia ha‘awina nāu. Aia ka hō‘ike e pili ana i kēia mau mea i ka lā ‘apōpō.
Hopoe: Akā, ‘a‘ole maopopo ia‘u kēia mau mea hou. Hiki paha ia‘u ke ho‘oluhi iā ‘oe?
Kalei: Hiki paha, ‘a‘ole hiki paha. He aha ka‘u uku?
Hopoe: Hū! ‘A‘ohe ou aloha no‘u?
Kalei: ‘Ae, he aloha nō, akā, ‘oi aku ke aloha a me ke kōkua inā loa‘a ka uku.
Hopoe: Eia ka uku. E ho‘oponopono a‘e au i kou lumi no ke koena o kēia kau.
Kalei: He uku maika‘i kēlā. Hiki nō ia‘u ke kōkua iā ‘oe.

3. Ma ko Luika hale

Makia: E Māmā, no kākou kēia mau lole hou?
Luika: ‘Ae, ua ho‘ouna ‘ia e kou ‘Anakē Lilinoe.
Makia: Laki nō kākou, ‘a‘ole anei? A pehea? No‘u kēia lole wāwae selamoku?
Luika: ‘Ae, a me ka pālule nō ho‘i! Ua loa‘a ka lole hou iā kākou apau.
Makia: ‘A‘ole maopopo ia‘u ke kumu no kēia mau makana apau.
Luika: Ua loa‘a nā lole nani loa ma Hilo, a kālā ‘emi nō ho‘i. No laila kū‘ai mai ‘o ia a ho‘ouna no kākou.
Makia: No wai kēia pāpale lauhala?
Luika: No Pāpā kēnā. E hana ana au i ka lei hulu pīkake nona.
Makia: Makemake au i kekahi lei hulu no‘u.
Luika: Hiki nō. Hiki ia‘u ke a‘o aku iā ‘oe. Akā, ho‘omaka ‘oe me nā hulu moa. Ho‘oma‘ama‘a ‘oe me kēlā ‘ano hulu ‘emi, a ma hope iho, hiki iā ‘oe ke hana i kekahi lei ‘ē a‘e me nā hulu pipi‘i.
Makia: Maika‘i. Mahalo, e Māmā. He kaikamahine pōmaika‘i nō au. E kākau ana au i ka leka mahalo iā ‘Anakē.

4. Ma ka makeke i‘a ‘o Tamashiro

Luika: Loa‘a ka he‘e i kēia kakahiaka?
Kanaka kōkua: Aia ka he‘e i loko o kēlā pākini.
Luika: Auē, ‘a‘ole ‘o ia i make!
Kanaka kōkua: ‘Ae, ‘o ka he‘e makamaka hou nō!
Luika: ‘A‘ole hiki ia‘u ke kuke i ka he‘e ola.
Kanaka kōkua: ‘A‘ole pilikia. E nahu iho ‘oe iā ia ma waena o ka maka, a make ‘o ia.
Luika: ‘A‘ole loa‘a ka he‘e make?
Kanaka kōkua: Ua loa‘a, aka ‘oi aku ka ‘ono o kēia he‘e.
Luika: Maopopo iā ‘oe kēia ‘ano hana?
Kanaka kōkua: ‘Ae, ua ma‘a loa au i ka nahu he‘e.
Luika: Hiki paha iā ‘oe ke nahu iho i ka he‘e na‘u?
Kanaka kōkua: ‘A‘ole hiki. Inā maopopo i ka Papa Ola, nui loa ka pilikia no mākou.
Luika: Inā au waiho i ka he‘e i loko o ka pahu hau, make paha ‘o ia.
Kanaka kōkua: ‘Ae, ma hope iho, make nō ‘o ia.

Dialog Notes

The first dialog discusses the common practice of *hānai,* in which a child is given to another family to raise. The adoptive family is usually related or close friends. These adoptions are often informal, but in Hawaiʻi they are considered binding, and the *hānai* child is given the same legal status as a natural child. The other common theme is that of the Hawaiian who has not learned the Hawaiian language as a child.

A new theme is the Hawaiian style of education; Makia wants a feather lei, and her mother offers to teach her to make her own. Hawaiians learn by demonstration and imitation; Western educators have recently discovered this "hands-on" technique. The first lei Makia makes, like all first endeavors, must be completed to the best of her ability and will be carefully kept. In the old days, there would have been a small family celebration to mark this milestone in her life. *Pīkake* is the Hawaiianized "peacock." Princess Kaʻiulani was fond of peacocks and also of jasmine flowers, so the flowers were called by the same name, *pīkake.*

The fishmarket conversation describes the common Hawaiian method of killing a live octopus by biting it between the eyes.

IV. EXERCISES

★ A. *Maopopo* Sentences

Translate.

1. I don't know.
2. Does your mother know his name?
3. Do you all understand the meaning of this word?
4. Yes, we certainly do understand.
5. Some students didn't listen, and they didn't understand.
6. My tūtū understands Hawaiian.
7. My tūtū doesn't understand Hawaiian because he's Japanese.
8. Does he understand Japanese?
9. He sure does.
10. Yesterday, the Hawaiian class was dismissed *(hoʻokuʻu)* because we didn't understand the assignment, and Pua was mad.
11. Maybe we'll understand today.

B. *Loaʻa* Sentences

Translate.

1. The policeman caught the thief.
2. Did you find your money?
3. The teacher will receive the books.
4. The fisherman caught the squid.
5. Shark is found at Tamashiro Market.
6. There is maile and white ginger at Panaʻewa.
7. I didn't get the assignment on Friday.
8. No problem; Moana got it.
9. My brother is not getting a new car for his birthday.
10. There are the prettiest girls in Hilo.

C. *Loaʻa, Maopopo,* and *Hiki* Sentences

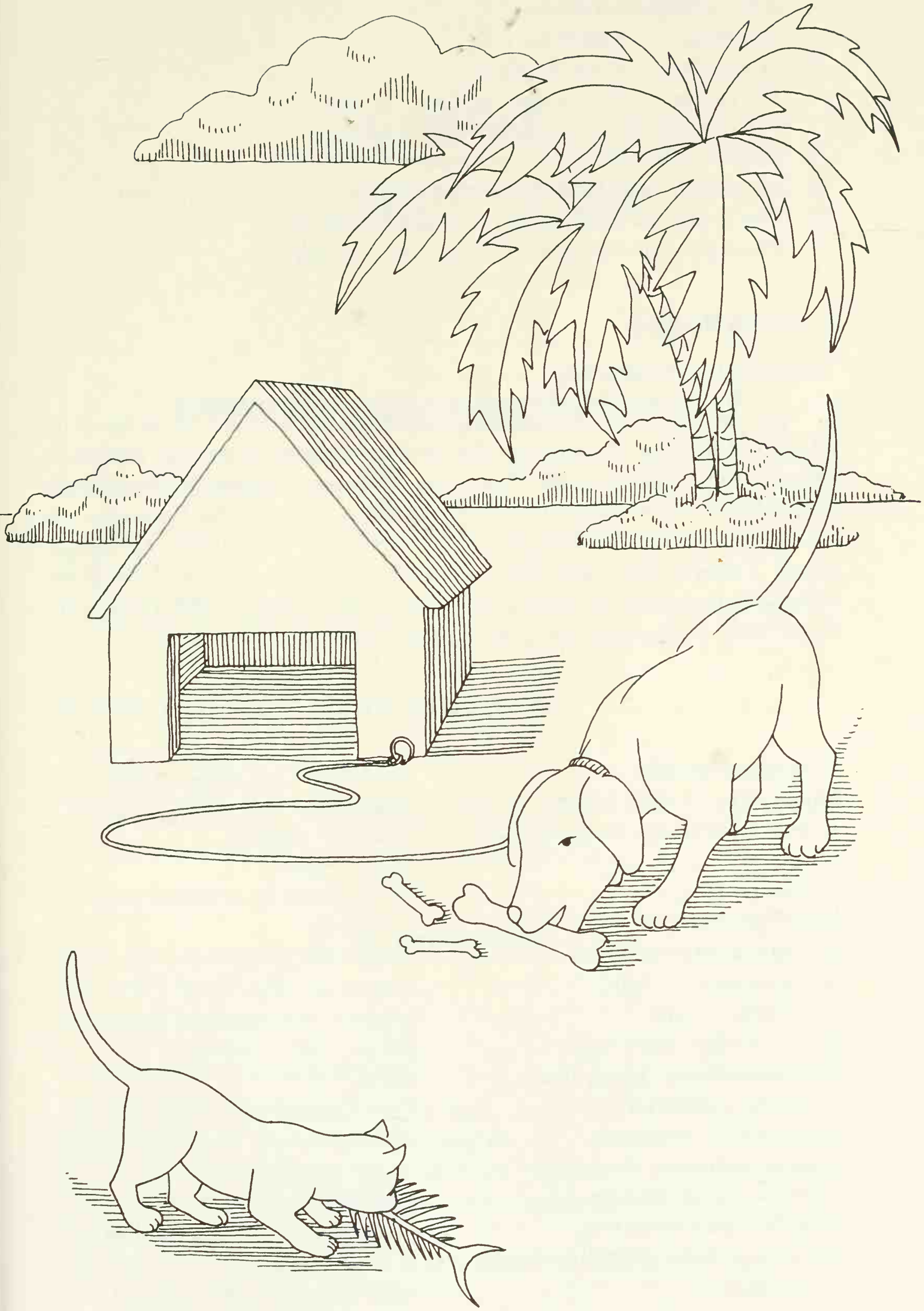
Translate.

1. The students understand the lesson.
2. I know his phone number.
3. Kaʻupena knows the meaning of that word.
4. The ancient Hawaiians knew tapa making.
5. But we don't know (how) today.
6. Did you get your books?
7. Am I getting some money?
8. My mother got the news last night.
9. He got six mangoes.
10. Ānuenue is getting her car next month.
11. The cat caught some rats this morning.
12. The crook's girlfriend got all the loot *(mea waiwai)*.
13. Can you lend me some books?
14. They can go after class.
15. The students can stand in front of their desks *(pākaukau kākau)*.
16. My grandparents can speak Hawaiian.
17. Nāpua can return the papers.
18. I can't eat fish.
19. "You guys" can't go in the car.
20. Their kids can't sit still.

D. N-possessive Sentences

Translate.

1. Whose peacock feather lei is this?
2. I made it for the old man.



3. Is this lauhala hat his too?
4. All these new clothes are his.
5. Are the leftovers for the dog?
6. The bones are for the dog, and the fish is for the cat.
7. The jasmine flowers in the tub are for you.
8. Thanks; I'll send them to school for the teacher.
9. Be careful; your mother gave big money for these denim pants.
10. This is the last semester for Lia and Kawailani.
11. These presents are theirs (Lia and Kawailani).

E. Mixed Review

Translate into Hawaiian.

I got the Hawaiian assignment yesterday, but I don't understand it. Maybe Māpuana can help me. She understands the Hawaiian language because her parents speak Hawaiian. Māpuana cannot speak Hawaiian, but she understands it. Yesterday she got a letter in Hawaiian. It was written by her grandmother. She lives on Niʻihau. Tūtū can understand English, but she likes to write to Māpuana in Hawaiian. Māpuana brought her letter to class today. We could all read it, but only the teacher understood everything in the letter.

V. VOCABULARY

ʻawapuhi—ginger
hānai (vt)—to feed, adopt, assume primary responsibility for
hapa—part
home—home
hoʻomaka (vt)—to begin
hoʻouna (vt)—to send
hua ʻōlelo—word
hulu—feather, body hair
ipo—sweetheart, lover, boyfriend, girlfriend
kau—season, semester
koena—leftovers, remainder
kumu—reason, source
lauhala—pandanus leaf
loaʻa (vs)—to be gotten, to be received
lole wāwae—trousers, pants
makamaka hou—fresh (as fish)
makeke—market
manō—shark
maopopo (vs)—understandable, known
nāna—for him, for her, his, hers
nona—for him, for her, his, hers
pākini—basin, tub
pālule—shirt, blouse
pāpale—hat
Papa Ola—Board of Health
piha (vs)—full; entirely; pure (as in "pure Hawaiian")
pīkake—jasmine; peacock
selamoku—denim (from "sailor ship")
uku—payment, reward

REVIEW 5

HOʻI HOPE ʻELIMA

I. SUMMARY OF CONTENTS IN HAʻAWINA 16–18

A. Major patterns

1. Passive voice
2. *Hiki* sentences
3. N-possessives
4. *Maopopo* and *loaʻa* sentences

B. Other Features

1. *Kekahi*
2. Word order review
3. *Mau* (plural) with numbers and *ʻaʻohe*
4. *Inā* with pronouns

II. EXERCISES

A. Passive Voice

Translate these sentences accurately.

1. Ua hānai ʻia ka ʻelemakule e nā akua.
2. E ʻako ʻia aʻe ana nā ʻulu e ka mahiʻai.
3. Ua kanu ʻia iho kēlā kumu lāʻau ʻē aʻe.
4. Ua lawe ʻia aku koʻu lole wāwae e koʻu kaikaina.
5. E holoi ʻia ana ka lole e aʻu.
6. Alas, my sweetheart will be sent to school on Lānaʻi.
7. The class was begun by Tuti.

8. The imu was dug by Keoki “folks.”
9. Our (2, exclusive) first grandchild was born in 1979.
10. Were these sweet potatoes broiled by you?

B. *Hiki* Sentences

Translate; use stative/passive *hiki* pattern for 4 and 5.

1. Can I send the leftovers to the dorm?
2. The breadfruit tree could disappear.
3. We (3, exclusive) couldn’t practice yesterday.
4. (One) can get delicious mangoes in Kona.
5. Fresh fish can be bought at the market on Kekaulike Street.

C. *Maopopo* and *Loa‘a* Sentences

Translate.

1. Do you-all understand the new assignment?
2. I don’t understand your reason.
3. My roommate didn’t get a copy of the book.
4. Our (3, exclusive) teacher is getting an expensive car next semester.
5. The whole family got presents.

D. N-possessives

Translate.

1. That (near) lauhala hat is mine.
2. Is this ginger lei yours?
3. This payment is for the teacher.
4. The boss brought cake for everybody.
5. We bought a shirt for him.

E. Miscellaneous

Translate.

1. Mikela and Luhiehu love each other a lot.
2. The farmer left some papayas for the family.
3. If you want to, you can cook green bananas.
4. Please bring another copy for my friend.
5. Once upon a time, the god Kū arrived in Hawai‘i from Tahiti.

19

HA‘AWINA ‘UMIKŪMĀIWA

Lilo Sentences and *‘Ana* Nominalization

I. BASIC SENTENCES

1. Ua lilo ko‘u ‘eke kua.	1. My backpack is gone.
2. Ua lilo kēlā kalaka i ka ‘aihue.	2. That truck was taken by a thief.
3. Ua lilo loa au i ko‘u ho‘omākaukau ‘ana i kēia mea ‘ai hou.	3. I was totally absorbed in my preparation of this new dish.
4. I ko‘u ho‘i ‘ana mai, ua lilo.	4. When I returned, (it) was gone.
5. I ke kau ‘ana o ka ‘iole ma luna o kona po‘o, . . .	5. When the rat was settled on top of his head, . . .
6. I ka wehe ‘ana aku i ka puke, ua lilo paha ka pila i ka makani.	6. When (X) opened the door, the bill was probably taken by the wind.
7. ‘A‘ole pau ko‘u hele ‘ana i ke kula nui.	7. My going to the university is not over.
8. Pehea ka loa‘a ‘ana o ka ‘aihue?	8. How was the thief caught?
9. Hau‘oli loa ‘o Kimo i ka ho‘iho‘i ‘ia ‘ana mai o ke kalaka?	9. Is Kimo very happy at the truck’s being returned?
10. E hā‘awi aku ‘oe i ka uku nui no ka ho‘iho‘i ‘ana mai i ka puke.	10. Give a large reward for the returning of the book.
11. Ma hope o ko lākou kākau ‘ana, e nīnau pākahi aku ana au iā lākou.	11. After their writing, I will question them one at a time.
12. ‘O ia ka hopena o ka hele ‘ole ‘ana e ho‘olohe lipine.	12. That’s the consequences of not going to listen to tapes.

II. EXPLANATIONS

1. *Lilo* Sentences

Like *loa‘a* and *maopopo, lilo* is a stative verb with a meaning that sounds passive in English, "to be taken, lost, relinquished, or fall into someone's possession." By extension, it also means "to be engrossed or absorbed in something." Whoever/whatever is lost, taken, etc., is the subject. The cause/recipient is marked by *i/iā. Lilo* is often used in songs to describe sexual surrender or possession.

In Ha‘awina 20 you will learn another pattern and meaning for *lilo.*

2. *‘Ana* Nominalizer

‘Ana is a nominalizing particle that turns verbs into nouns describing **actions.**

go → the going
hele → ka hele ‘ana

begin → the beginning
ho‘omaka → ka ho‘omaka ‘ana

eat → the eating
‘ai → ka ‘ai ‘ana

‘Ana expressions are often used in Hawaiian where English uses subordinate verb clauses:

1.	English:	When he went,
	Hawaiian:	At his going,
		I **kona** hele ‘ana,
2.	English:	Before the class began,
	Hawaiian:	Before the beginning of the class,
		Ma mua o ka ho‘omaka ‘ana **o ka papa**
3.	English:	I saw the cat eat the bird.
	Hawaiian:	I saw the cat's eating of the bird.
		Ua ‘ike au i ka ‘ai ‘ana **o ka popoki** i ka manu.
		Ua ‘ike au i **ko ka popoki** ‘ai ‘ana i ka manu.

In these cases, the subject of the English verb becomes the possessor of the Hawaiian action (see bold-faced words); it is always correct to use the "o" forms of the possessives. Pronoun subjects almost always become k-possessives (see example 1 above and basic sentences 3, 4, 7, 11). Common and proper noun subjects can become either the k- or k-less possessives (see examples 2 and 3 above and basic sentences 5, 8, 9).

Objects are marked in the usual way with *i/iā.*

Caution: English equivalents of these clauses sometimes insert "of" before the subject and/or object, resulting in confusion when translating into Hawaiian. "Of" in front of subjects becomes "o"-possessive; "of" in front of objects becomes *i/iā.*

of → subject "o"
of → object "i"

Subject: Before **the class** began
Becomes: Before the beginning **of the class**
Ma mua o ka ho‘omaka ‘ana **o ka papa**

Object: for his returning **of the book**
no kona ho‘iho‘i ‘ana **i ka puke**

One of the most common uses of *‘ana* is to express the idea of "when, past tense, statements only" (basic sentences 4, 5, 6). Other examples in this lesson involve use as subjects (7, 8), causatives (3, 9), and with *ma mua* and *ma hope* ("before and after" time expressions, 11), and with *no,* "for the purpose of" (10).

K-word +	**Noun +**	**Modifier +**	**Passive +**	***‘Ana*** **+**	**Directional +**	**Subject**
ko‘u	ho‘omākaukau			‘ana		
ko‘u	ho‘i			‘ana	mai	
ke	kau			‘ana		o ka ‘iole
ka	wehe			‘ana	aku	
ko‘u	hele			‘ana		
ka	loa‘a			‘ana		o ka ‘aihue
ka	ho‘iho‘i		‘ia	‘ana	mai	o ke kalaka
ka	ho‘iho‘i			‘ana	mai	
ka	hele ‘ole			‘ana		

These examples and their translations are found in the basic sentences.

3. *‘Ole*

This word means "not, un-, -less, zero." Unlike *‘a‘ole,* it cannot occur alone except to mean "zero." It is used to negate words and occurs when *‘a‘ole* cannot be used (i.e., in medial and final position). It is placed immediately after the word it modifies.

III. DIALOGS

1. Ma ka lumi papa

Hopoe: E Kala, he aha kou pilikia?
Kala: Auē nō hoʻi ē! Ua lilo koʻu ʻeke kua.
Hopoe: Ua waiho ʻia i kēia lumi?
Kala: ʻAe, ua poina au ma hope o ka papa. I koʻu hoʻi ʻana mai, ua lilo.
Hopoe: Ua loaʻa paha i ke kumu.
Kale: ʻOia paha. E kelepona aʻe au iā ia.

2. Ma ke kelepona

Kala: E ke kumu, ʻo Kala kēia. Hiki paha iaʻu ke hoʻoluhi iā ʻoe?
Pua: Aloha, e Kala. He aha kou makemake?
Kala: Ua poina au i koʻu ʻeke kua i ka lumi papa, a ua lilo.
Pua: Aloha ʻino! ʻAʻole i loaʻa iaʻu. Nui ke kālā i loko o ke ʻeke?
Kala: ʻAʻole, akā, aia kaʻu puke ʻōlelo Hawaiʻi i loko.
Pua: Tsā, he pilikia nui kēlā. E hāʻawi aku ʻoe i ka uku nui no ka hoʻihoʻi ʻana mai i ka puke.
Kala: ʻAʻole hiki iaʻu no ka mea, ʻaʻole loaʻa iaʻu ke kālā.
Pua: E, e, e. Mai uē ʻoe; maopopo iaʻu. Hiki paha iaʻu ke hāʻawi aku i kekahi puke hou iā ʻoe.
Kala: Mahalo, e Pua; e hāʻawi aku au i ka uku iā ʻoe ma hope o koʻu puka ʻana mai ke kula nui.
Pua: ʻAʻole pilikia, e Kala. Noʻu nō ka hauʻoli e kōkua iā ʻoe.

3. Ma ko Lilinoe hale ʻaina

Lopaka: Ua lohe ʻoe i ka nūhou maikaʻi? Ua hoʻihoʻi ʻia ko Kimo kalaka i nehinei.
Lilinoe: Ua lilo kēlā kalaka i ka ʻaihue, ʻaʻole anei?
Lopaka: ʻAe, akā ua loaʻa ka ʻaihue i nā mākaʻi.
Lilinoe: Hō, laki nō! Pehea ka loaʻa ʻana o ka ʻaihue?
Lopaka: I kona hoʻāʻo ʻana e kūʻai aku i ke kalaka, ua lilo ʻo ia i ka mākaʻi.
Lilinoe: A pehea ke kalaka? Ua lilo paha kekahi mau mea?
Lopaka: ʻAʻole, ʻaʻole. Ua mālama pono ka ʻaihue i ke kalaka.
Lilinoe: Hauʻoli loa ʻo Kimo i ka hoʻihoʻi ʻia ʻana mai o ke kalaka?
Lopaka: ʻAe, no ka mea, ʻaʻohe o lākou kaʻa ʻē aʻe.

4. Ma ka hale ʻaina kaulana loa o Lilinoe

Mahaʻoi: Eia nei, hiki paha iaʻu ke hoʻoluhi iā ʻoe?

Lilinoe: E kala mai iaʻu. Ua lilo loa au i koʻu hoʻomākaukau ʻana i kēia mea ʻai hou.

Mahaʻoi: ʻAʻohe mea nui. Makemake au i kaʻu pila, e ʻoluʻolu ʻoe.

Lilinoe: Aia ka pila ma ka pākaukau.

Mahaʻoi: ʻAʻole. Ua nānā aʻe au, akā ʻaʻole loaʻa.

Lilinoe: Auē! I ka wehe ʻana aku i ka puka, ua lilo paha i ka makani.

Mahaʻoi: No laila, ʻaʻole paha au e uku iā ʻoe.

Lilinoe: ʻAʻole loa! ʻAʻole au i poina i kāu mea ʻai. Hiki iaʻu ke kākau i ka pila hou.

Mahaʻoi: Inā ʻaʻole au e uku, he aha ka hopena?

Lilinoe: Tsā! E kāhea aku au i ka mākaʻi, a e lilo ana ʻoe iā ia.

Mahaʻoi: ʻAʻohe ou naʻau palupalu?

Lilinoe: ʻAʻole loa; ke kelepona aku nei au i ka mākaʻi.

Mahaʻoi: Mai hana pēlā. E pāʻani wale ana nō au. Eia ka pila a me kaʻu uku.

Lilinoe: Hū ka hoʻopaumanawa ʻoe! E hele aku ʻoe i kahi ʻē.

5. Ma ke kula nui

Pua: E Tuti, e nānā aku ʻoe i kaʻu papa kolohe. Ua lilo loa lākou i ka hana ʻana i ka hōʻike.

Tuti: ʻAe, a ma hope o ko lākou kākau ʻana, e nīnau pākahi aku ana au iā lākou.

Pua: ʻAe, pīhoihoi loa lākou i kēla ʻano hana.

Tuti: ʻO ia ka hopena o ka hele ʻole ʻana e hoʻolohe lipine.

Pua: Pololei nō. I ka hoʻomaka ʻana o ke kau, hele pinepine lākou, akā ma hope iho, ʻaʻole loa lākou hele.

Tuti: ʻAʻole hiki ke ʻalo aʻe. Nui loa kā lākou mau haʻawina i nā papa ʻē aʻe.

Pua: Tsā, Tuti! He naʻau palupalu kou!

Tuti: No ka mea, ʻaʻole pau koʻu hele ʻana i ke kula nui, a maopopo iaʻu ko lākou pilikia.

Dialog Notes

Caring relationships extend outside the family. Here Pua takes care of a poor student by replacing her lost book. In past conversations, the teacher brought leftover food from Hilo to cook lunch for her class and sent an assignment home to a pupil who had cut class. The Hawaiian student/teacher relationship is similar to a child/parent relationship, with teasing, scolding, caring, and mutual affection.

The Hawaiian story in the exercises is an example of Hawaiian humor that is very earthy. In his fear the rat has a bowel movement on the octopus's head and has the temerity to describe it as a thank-you gift! The octopus has been looking for revenge ever since! The actual basis for the success of the cowrie shell octopus lure is the octopus's desire for the succulent animal that lives in the shell.

IV. EXERCISES

A.

Translate this story accurately.

KA HE‘E A ME KA ‘IOLE

I ka wā kahiko, ua noho kekahi ‘iole me kona ‘ohana ma ka mokupuni ‘o Mokoli‘i. (I kēia manawa, ua kapa ‘ia kēia wahi ‘o Chinaman's Hat.) I kekahi lā, makemake ‘o ia e hele aku i Kāne‘ohe. Ua loa‘a iā ia he wa‘a, a hoe akula ‘o ia i Kualoa. I kona hiki ‘ana mai, ua ho‘opa‘a ‘ia ka wa‘a ma ke kumu niu, a hele akula ka ‘iole i Kāne‘ohe. Akā, ‘a‘ole i ho‘opa‘a pono ‘ia ka wa‘a. No laila, i kona hiki ‘ana mai mai Kāne‘ohe mai, ua lilo ka wa‘a i ke kai. Hū ka pilikia nui! Ua noho ihola ka ‘iole a uē me ka leo nui loa. Ua lohe ‘ia kona uē ‘ana e kekahi he‘e lokomaika‘i. Nīnau akula ka he‘e iā ia, “Eia nei, he aha kou pilikia?” A pane maila ka ‘iole, “Ua nalowale ko‘u wa‘a; ua lilo paha i ke kai, no ka mea ‘a‘ole maika‘i paha ko‘u ho‘opa‘a ‘ana. ‘A‘ole hiki ia‘u ke ho‘i aku i Mokoli‘i no ka mea, ‘a‘ole hiki ia‘u ke ‘au‘au.” Pane maila ka he‘e na‘au palupalu, “ ‘A‘ole pilikia; hiki paha ia‘u ke kōkua aku iā ‘oe. E pi‘i a‘e ‘oe i luna o ku‘u po‘o, a e ho‘iho‘i aku au iā ‘oe i kou home.” I ke kau ‘ana o ka ‘iole ma luna o kona po‘o, ua ho‘omaka ka he‘e e ho‘i aku i Mokoli‘i. Hū ka nui o ko ka ‘iole maka‘u, akā, kāhea akula ka he‘e, “E noho mālie ‘oe! Mai maka‘u! Kama‘āina loa au i kēia kai.” Ma hope iho, ua hiki akula lāua i Mokoli‘i. Ua iho ihola ka ‘iole mai luna iho o ko ka he‘e po‘o, a ha‘i akula ‘o ia iā ia, “Ke mahalo nui loa nei au iā ‘oe no kou lawe ‘ana mai ia‘u. Aia kekahi makana nāu ma luna o kou po‘o,” a holo ‘āwīwī akula ka ‘iole i uka. Ua hāhā a‘ela ka he‘e ma luna o kona po‘o, a loa‘a ke kūkae. Ua ki‘o ka ‘iole ma luna o ke po‘o no ka mea, maka‘u loa ‘o ia. Hū ka huhū nui o ka he‘e! Mai kēlā manawa mai, inā ‘ike ‘ia ka leho e ka he‘e, ua lālau ‘o ia iā ia no ka mea, mana‘o ‘o ia, ‘o ka ‘iole nō ia. Hana ka po‘e Pakipika i kekahi mea i kapa ‘ia “lūhe‘e” me ka pōhaku a me ka leho, a loa‘a ka he‘e iā lākou me kēia mea.

B.

Now practice telling the story yourself, using these guidelines.

1. Long ago, a rat lived on the island of Mokoliʻi.
2. One day, he paddled to Kualoa.
3. He fastened his canoe to a coconut tree.
4. He went to Kāneʻohe.
5. When he returned, his canoe had been taken by the sea.
6. The rat sat down and cried loudly.
7. A kind-hearted octopus heard his crying.
8. He asked the rat, "Hey there, what's your problem?"
9. The rat answered, "I want to go back home.
10. But I can't swim."
11. The octopus told him: "No problem.
12. I can help you.
13. Climb on top of my head.
14. I'll take you back."
15. The rat was very frightened.
16. When they arrived at Mokoliʻi, the rat jumped down.
17. He said, "Thanks. There's a present for you, on top of your head."
18. And he ran away quickly.
19. The octopus felt on top of his head.
20. He got excrement.
21. Nowadays, if the octopus sees a cowrie shell, he grabs it.
22. He thinks it's the rat.
23. The Hawaiians make octopus lures with the cowrie and a rock.
24. They catch octopuses with this thing.

C. *ʻAna* Phrases

Translate.

1. his arrival
2. the octopus's grabbing of the lure
3. a good banana for (the) cooking
4. when the octopus felt his head
5. after the rat jumped down
6. before the building was named
7. when the class began
8. Lilinoe's preparing of the lūʻau
9. the teacher's reading of the story
10. my seeing the thief

D. *ʻAna* Sentences

Translate.

1. Preparing an imu is hard work.
2. When the octopus grabbed the lure, the fisherman got him.
3. After ʻAuliʻi's bag was lost, she was very upset.
4. Kuʻupua brought her leftovers for feeding the very skinny cats.
5. Before washing his pants, my son felt inside the pockets *(pākeke)*.
6. Papa was very happy at the making of a feather lei for him.
7. Akaka didn't like the girls teasing him.
8. Pua's students practice together before they begin the exam.
9. Writing a letter to my lover is an absorbing pastime.
10. Go get green papaya for me for soothing these flea bites.

E. *Lilo* Sentences

Translate.

1. Bathsheba passed into the possession of David.
2. I'm going to get you (you will relinquish [yourself] to me).
3. Lene "guys" were totally absorbed in ~~watching~~ the movie.
4. Maybe your money was lost ~~when your mother washed your shirt~~.
5. The small fish were taken ~~one by one~~ by the hungry shark.
6. Alas, the rich old man got the very beautiful maiden.
7. The cat caught the fat rat, but afterwards, the bad dog got the cat.
8. His wife was lost when he dived between the rocks.
9. The children have gone to their (2) adoptive parents.
10. The native-born's land is being lost to the Japanese.

V. VOCABULARY

e ia nei—you! you there! (affectionate, friendly greeting, often pronounced e nei)
ʻeke kua—backpack
hāhā (vt)—to grope, feel with the hands
hoe (vt)—to paddle; paddle
hopena—result, consequence, outcome
kāhea (vt)—to call out
kahi—the place (no determiner)
kahi ʻē—distant place; somewhere else
kamaʻāina (vi)—acquainted, familiar with; native-born
kapa (vt)—to name, to call (give a name)
kiʻo (vt)—to excrete, have a bowel movement
kua—back

kūkae—excrement, dung
lālau (vt)—to grab, hold onto, reach for
leho—cowrie
lilo (vs)—gone, lost, taken, relinquished to, passed into possession of; absorbed, occupied, engrossed
lūheʻe—octopus lure
naʻau—intestines, guts (fig., mind, heart, affections)
naʻau palupalu—soft-hearted
ʻole—not, -less, un-; zero
pākahi—one by one, one at a time, each, singly, individually
Pakipika—Pacific
palupalu (vs)—soft, tender
pila—bill (document)
waʻa—canoe

Idioms and Phrases

E hele aku ʻoe i kahi ʻē!—Get out of here! (go to a distant place)
mai kēlā manawa mai—from that time on; ever since; since then
Ua lilo koʻu noʻonoʻo i kahi ʻē.—My mind was elsewhere. I wasn't paying attention. I was lost in thought. My mind was wandering.

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HA‘AWINA IWAKĀLUA

Actor-Emphatic Sentences and *Lilo* (Become) Sentences

I. BASIC SENTENCES

1. Na wai i ho‘omākaukau i kēia i‘a malo‘o?	1. Who prepared this dried fish?
2. Na Lopaka i kaula‘i.	2. It was Lopaka who dried (it).
3. Nāna e hana i ka mea ‘ai Hawai‘i apau?	3. Does he make all the Hawaiian food?
4. Na‘u e kuke i ka hapanui o ka mea ‘ai.	4. It's I who cooks most of the food.
5. Na kona mau hoa aloha e hīmeni.	5. It's his friends who sing.
6. Ua lilo au i kumu ‘ōlelo haole.	6. I became an English teacher.
7. Ma hope o kou lilo ‘ana i kumu ‘ōlelo Hawai‘i. . . .	7. After you become a Hawaiian language teacher. . . .

II. EXPLANATIONS

1. Actor-Emphatic Sentences

Most Hawaiian verb sentences begin with the verb, thus emphasizing the action or the condition. Sometimes, however, we are more interested in who does something. We can express this interest by using actor-emphatic sentences starting with the "a" form of the n-possessives to identify the actor; the n-possessive tells "by whom" the action was done:

N-possessive ("a" form)	+	Tense Aspect	+	Verb	±	Tense Aspect	±	Object
Na wai		i		hoʻomākaukau				i ka iʻa?
Na ke kumu		i		kāhea				iā mākou.
Na Lopaka		e		hana				i kēia mea.
Naʻu		e		lawe aku				iā ia.

Who prepared the fish?
It was the teacher who called us.
It's Lopaka who makes this thing.
I'll take her.

The preceding examples are the most common tense forms in Hawaiian and English. Although *e—nei* and *e—ana* are occasionally used, you need not concern yourself with them at this point. It is also acceptable to omit the object marker, but for clarity's sake you should probably use it. Because this construction emphasizes who does something, it occurs mainly with transitive verbs and rarely with intransitive verbs. It is not used with stative verbs or passive markers.

2. *Lilo* (Become) Sentences

Lilo means "become" in the sense of "turn into something" when the demonstrative (*ke, ka, kēia,* etc.) is omitted after the object marker.

> Ua lilo ʻo Lopaka i mākaʻi.
> Lopaka became a policeman.
>
> Contrast this with *lilo* as you learned it in Haʻawina 18:
>
> Ua lilo ʻo Lopaka i **ka** mākaʻi.
> Lopaka was taken into custody by the policeman.

Unlike English "become," *lilo* does not mean "to reach a condition" as in "He became very tired." The expression for that is *hele ā:*

> Ua **hele** ʻo ia **ā** māluhiluhi loa.

III. DIALOGS

1. Ma ko Lilinoe hale ʻaina

Mahaʻoi:	E Lilinoe, na wai i hoʻomākaukau i kēia iʻa maloʻo?
Lilinoe:	Na Lopaka i kaulaʻi. No ke aha? ʻAʻole ʻono?

Maha‘oi: ‘A‘ole; ua ‘ono loa. Nāna e hana i ka mea ‘ai Hawai‘i apau no ka hale ‘aina?

Lilinoe: ‘A‘ole; na‘u e kuke i ka hapanui o ka mea ‘ai. Na Lopaka e hana i ka mea ‘ai maka wale nō.

Maha‘oi: ‘A‘ole ‘o ia e hana ana ma ka hale māka‘i?

Lilinoe: ‘Ae, e hana ana nō ‘o ia i laila. Akā, i nā lā hana ‘ole, kōkua ‘o ia ia‘u ma ‘ane‘i.

Maha‘oi: Aia i hea ‘o ia i kēia lā?

Lilinoe: Ua hele lāua ‘o Koleka i Honomū.

Maha‘oi: No ke aha la? E ‘ike i ka wailele ‘o Akaka?

Lilinoe: ‘A‘ole. Aia ko Koleka ‘ohana e noho ana i laila. E kipa ana lāua i kona makua kāne.

2. Ma ko Koleka hale i Honomū

Koleka: E Pāpā, ua lohe ‘oe? Makemake ‘o Kalekona e lilo i mea ho‘okani pila.

Pāpā: Tsā, he ho‘opaumanawa kēia mo‘opuna. He mea maika‘i paha inā ‘o ia lilo i māka‘i e like me kona makua kāne.

Koleka: Akā, ‘a‘ohe ona makemake i kēlā ‘ano hana.

Pāpā: Pehea ka lōio? Nui ke kālā inā ‘o ia lilo i lōio.

Koleka: Hoihoi loa ‘o ia i ka ho‘okani pila. ‘A‘ohe mea nui ke kālā.

Pāpā: Hō, laki nō ‘o ia. Na ‘olua e hā‘awi aku i ke kālā iā ia?

Koleka: ‘A‘ole. E hana ana ‘o ia ma ko Lilinoe hale ‘aina i ka lā. I ke ahiahi, ho‘okani pila ‘o ia i kēlā me kēia wahi.

Pāpā: A pehea? Hīmeni nō ho‘i ‘o ia?

Koleka: ‘A‘ole; ‘ano hilahila ‘o ia. No laila, nāna e ho‘okani pila, a na kona mau hoa aloha e hīmeni.

3. Ma ke kula nui

Kawailani: E Pua, i kou puka ‘ana aku mai ke kula nui, ua lilo ‘oe i kumu ‘ōlelo Hawai‘i?

Pua: ‘A‘ole; ua lilo au i kumu ‘ōlelo haole na nā haumana mai nā ‘āina ‘ē.

Kawailani: He hana hoihoi kēlā?

Pua: I ka ho‘omaka ‘ana, ‘ano hoihoi, akā ma hope iho, ‘a‘ohe o‘u makemake.

Kawailani: ‘A‘ole maika‘i nā haumana?

Pua: ‘Ae, makemake ka hapanui o lākou e pā‘ani wale nō.

Kawailani: ‘A‘ole e like me mākou! Hoihoi mākou i ka ho‘opa‘a ‘ana i nā ha‘awina ‘ōlelo Hawai‘i.

Pua: Tsā! E hele aku ‘oe i kahi ‘ē!

4. Ma Kahoʻolawe

Alakaʻi: Tsā, na wai i kaulaʻi i kēia kāwele kokoke i ke ahi?

Keoni: Naʻu i hana pēlā. He aha ka pilikia?

Alakaʻi: Hohono loa ke kāwele i ka uahi. E kaulaʻi ʻoe i ke kāwele i ka lā.

Keoni: E like me kēlā mau heʻe maʻō?

Alakaʻi: ʻAe, pēlā nō. Na wai nā heʻe?

Keoni: Ua loaʻa ka heʻe iā mākou i ka hana ʻana me ka lūheʻe. ʻOno loa mākou i ka heʻe maloʻo.

Alakaʻi: ʻO au pū. Ma hope o ke kaulaʻi ʻana, pūlehu i ka heʻe ma luna o ke ahi.

Keoni: A ʻai me ka poi! Hū ka ʻono kēlā me ka pia.

Alakaʻi: Ua ʻai ʻoe i ka heʻe maka? He mea ʻai maʻa mau i kuʻu wā kamaliʻi.

Keoni: ʻAʻole au i ʻai i kēlā ʻano heʻe. Pehea ka hoʻomākaukau ʻana?

Alakaʻi: Na kuʻu tūtū i lomi i ka heʻe maka me ka paʻakai a palupalu loa, a naʻu i ʻai.

Keoni: ʻAʻole ʻoe i aʻo i ka hoʻomākaukau ʻana?

Alakaʻi: ʻAʻole. He hūpō nō au i kuʻu wā kamaliʻi. ʻAʻole au i aʻo mai i nā hana maʻa mau o koʻu mau kūpuna.

Keoni: Auē ka minamina. Ua lilo loa kēlā ʻano nohona.

5. Ma ke kelepona ma ka hale noho haumana

Leilehua: E Mealani, e kiʻi ana ʻo ʻAnakala ʻIokepa iā ʻoe. E hele ana kākou i ka hale ʻaina.

Mealani: Mahalo, e ʻAnakē, akā, ʻaʻole hiki iaʻu! I koʻu lilo ʻana i haumana, ua pau kaʻu hana. ʻAʻohe aʻu kālā i kēia mau lā.

Leilehua: Tsā, Mealani! He kaikamahine hūpō ʻoe! Naʻu e uku. ʻO ia ka hana maʻa mau o nā ʻanakē.

Mealani: ʻAe, maopopo iaʻu. Akā hilahila loa au. Uku mau ʻoukou naʻu.

Leilehua: ʻAʻole loa. A kōkua pinepine nō hoʻi ʻoe iaʻu i ka mālama ʻana i nā keiki.

Mealani: Noʻu ka hauʻoli e mālama iā lākou. ʻO ʻoukou koʻu ʻohana.

Leilehua: ʻAe, pololei, no laila, na mākou e uku. Ma hope o kou lilo ʻana i kumu ʻōlelo Hawaiʻi, hiki nō iā ʻoe ke lawe aku iā mākou i ka hale ʻaina pipiʻi loa.

Mealani: E, lohe au iā ʻAnakala e kāhea mai ana iaʻu.

Leilehua: Maikaʻi. E hele ʻāwīwī mai ʻolua! A hui hou.

Dialog Notes

Examples of family cooperation continue to occur; here Lopaka provides all the raw dishes for Lilinoe's restaurant. Lopaka's son, Kalekona, works at the restaurant. The conversation between aunt and niece reinforces the theme of reciprocity in relationships; Mealani helps care for her cousins, and aunty treats her to dinner at the restaurant, and scolds her for her reluctance to accept. Aunty points out that when Mealani is established financially it will be her turn to treat. The reading exercise is an example of a place name story, a legend that explains the origin of the names of landmarks and places. These stories are very common in Hawaiian.

IV. EXERCISES

A.

Translate this story.

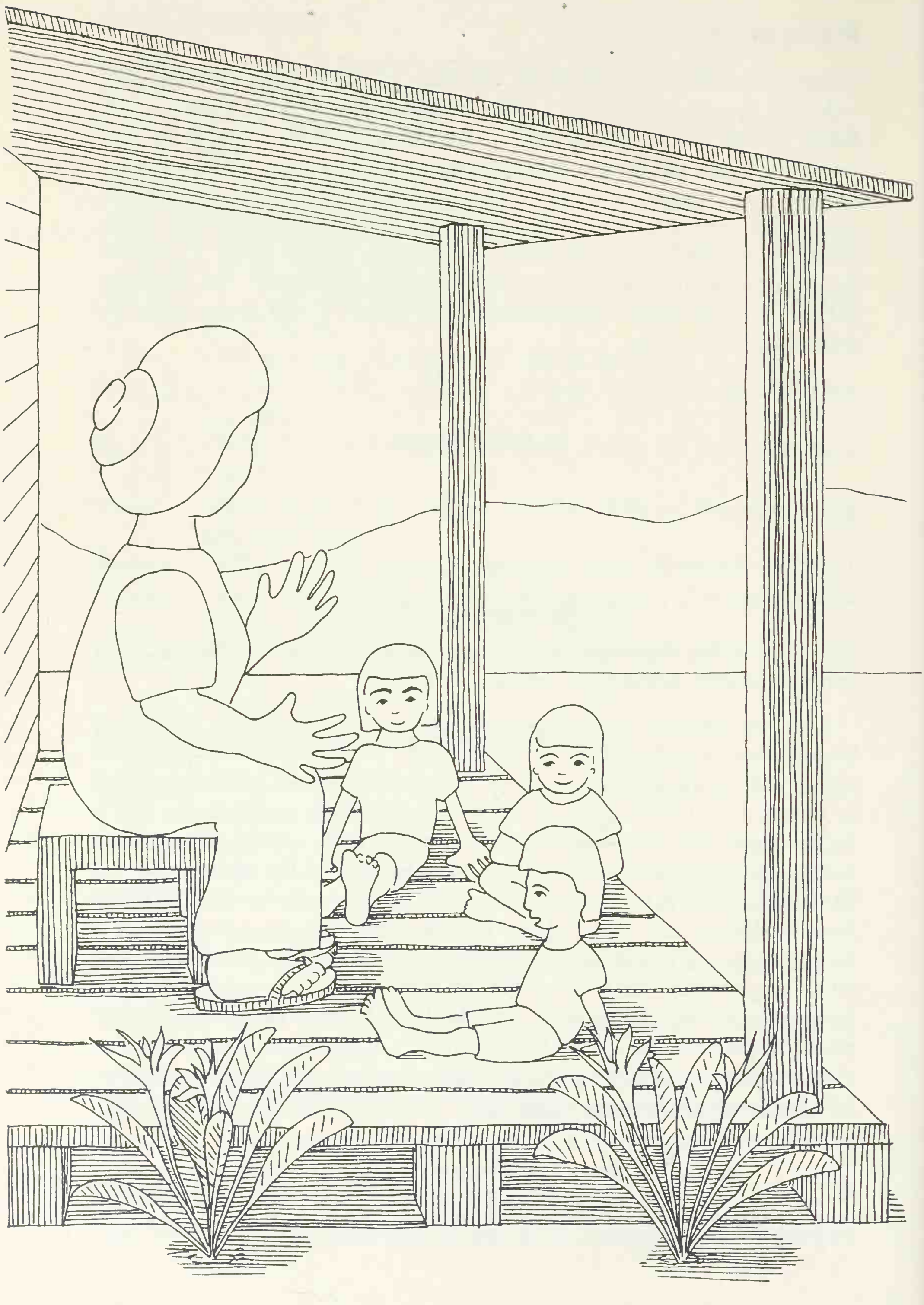
No Ka Wailele ʻo Akaka

Na Aunty Edith Kanakaʻole i haʻi mai i kēia moʻolelo. Ua hānau ʻia ʻo ia ma Honomū, kokoke i ka wailele ʻo Akaka.

I ka wā kahiko, ua noho kekahi keiki kāne, ʻo Akaka, me kona kupunahine ma Honomū i ka mokupuni ʻo Hawaiʻi. Pāʻani mau ʻo Akaka me ʻelua kaikamahine i kēlā me kēia lā. I kekahi ahiahi, ua holoi ke kupunahine i kona malo, a kaulaʻi ʻo ia i ka malo ma luna o ke ahi. I ke kakahiaka aʻe, ua ~~komo~~ hume ʻo Akaka i kona malo a hele akula ʻo ia i waho e pāʻani me nā kaikamāhine. Auē nō hoʻi ē! Hoʻohenehene nui lāua iā ia no ka mea, hohono ka malo i ka uahi. Aloha ʻino! Nui loa kona hilahila, a hoʻi ʻāwīwī akula ʻo ia i ka hale a uē i kona kupunahine. Ma hope iho, piʻi aʻela ʻo ia me kāna ʻīlio ma luna o ka wailele kokoke i ka hale, a lele ihola lāua. Ua make loa lāua a lilo i mau pōhaku ma lalo pono o ka wailele. He pōhaku nui ke keiki kāne, a he pōhaku liʻiliʻi kāna ʻīlio. Kaumaha loa ke kupunahine, a lilo nō hoʻi ʻo ia i pōhaku nui, ma luna aʻe o ka wailele. Aia kēia mau pōhaku ʻekolu ma laila i kēia manawa. Ua kapa ʻia kēlā wailele “ ʻo Akaka” i kēia manawa.

B.

Practice telling the story in Hawaiian in your own words.



C. *Lilo* Sentences

Translate.

1. The old man will become a kupuna at Noelani School.
2. When she went to the university, Mikioi became a waitress.
3. Akaka's grandmother became a big rock above the waterfall.
4. Akaka's dog became a small rock under the waterfall.

D. Actor-Emphatic Sentences

Translate.

1. It was the octopus who took the rat back to Mokoliʻi.
2. The octopus said, "It's I who will help you."
3. It was the hardworking girl who broiled the sweet potatoes.
4. Let's go to the movies; Hopoe will treat.

E.

Answer these questions orally in Hawaiian.

1. ʻEhia ou makahiki?
2. ʻO wai ka inoa o kou mau mākua?
3. ʻEhia keiki i kou ʻohana?
4. ʻEhia kaikamahine i kou ʻohana?
5. ʻEhia keiki kāne i kou ʻohana?
6. He ʻīlio kāu?
7. He manu kāu?
8. Na wai i hoʻomākaukau i kāu ʻaina kakahiaka?
9. Ma hope o ka puka ʻana, e lilo ana ʻoe i aha?

~~10.~~ He pōpoki kā Akaka?

F. Actor-Emphatic Sentences

Translate.

1. Who raised your older sister?
2. My grandparents raised her.
3. Who raised you?
4. My older sister raised me.
5. Who will raise your children.
6. I will raise them.
7. Who is drying the fish?

8. Kini is drying the fish.
9. Who will make the rice?
10. She will.
11. I'll tell her.

4/22

V. VOCABULARY

ahi—fire
ʻāina ʻē—foreign country, distant land
ʻaneʻi—here (with i or ma)
hapanui—most, majority
hīmeni (vt)—to sing; song, hymn
hohono (vi)—to have an odor (not sweet)
hoihoi (vs)—interested, excited, turned on
hoʻokani pila (vt; compound) —to play music
kaulaʻi (vt)—to dry (with heat, as in the sun); to hang out to dry
kokoke—close, near (in time and space); nearly, almost (precedes stative verb)
komo (vt)—to put on
lilo (vi)—to become (turn into)
lōio—lawyer
lomi (vt)—to massage
malo—loincloth
maloʻo (vs)—dried, dry
mea hoʻokani pila—musician
moʻolelo—story
ʻōlelo haole (vt; compound) —English; to speak English
uahi—smoke
wailele—waterfall

Idioms and Phrases

naʻu e uku—I'll pay; my treat

21

HA‘AWINA IWAKĀLUAKŪMĀKAHI

Situation-Emphatic Sentences and Time Phrases

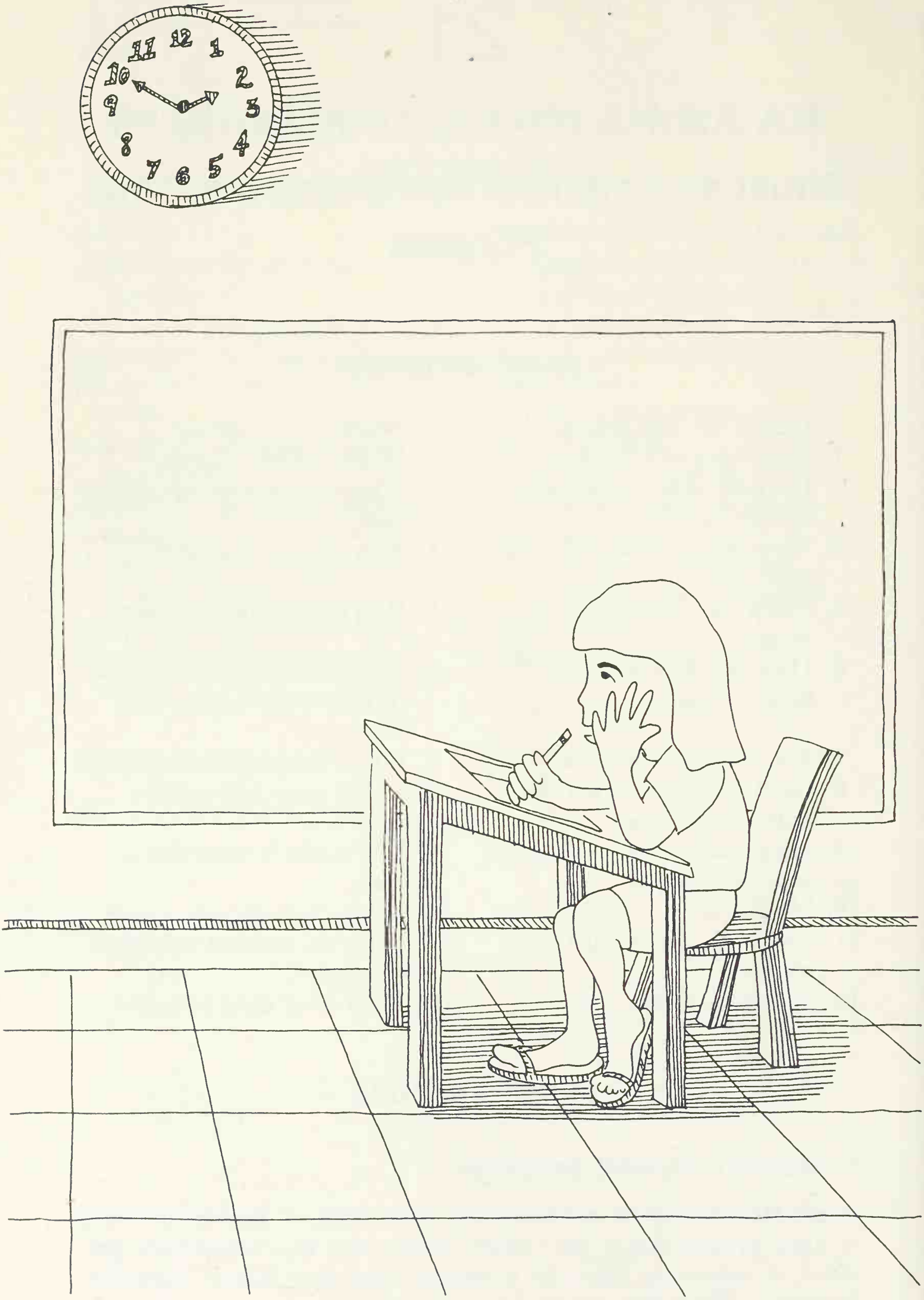
I. BASIC SENTENCES

1. Ināhea ‘oe i hiki mai ai?	1. When did you arrive?
2. Āhea e pau ai kēia papa?	2. When will this class end?
3. I ka hola ‘ehia e hāmama ai ka hale ‘aina?	3. What time will the restaurant open?
4. No ke aha ‘oe e ‘aka‘aka mai nei?	4. Why are you laughing?
5. Pehea ‘oe e hele mai ai i ke kaona?	5. How do you come to town?
6. I hea ‘oe e hele aku ai ma hope o ka papa?	6. Where will you go after class? (Where are you going after class?)
7. Aia i hea ‘oe e hana nei?	7. Where are you working?
8. I ka hapahā hola ‘eono au i wehe ai i ka puka.	8. 5:45 is when I opened the door.
9. I ka hapalua hola ‘ewalu paha ‘o ia i hele mai ai.	9. 8:30 maybe is when she’ll come.
10. Ma Kahalu‘u ‘o ia e hana nei.	10. Kahalu‘u is where he works.
11. Ke pau ka‘u mau papa, ho‘i aku au.	11. When my classes are finished, I return.
12. Kokoke pau kēia papa.	12. This class is nearly finished.

II. EXPLANATIONS

1. Situation-Emphatic Sentences

Sometimes we want to emphasize the time, place, or manner in which an event occurs; that is, the “when, where, why, how” aspect of a sentence. A convenient label for a sentence that does this is “situation-emphatic.” Hawaiian uses two patterns to do this.



If the subject is a common noun or proper noun, use this pattern:

Situation	+	**Tense Aspect**	+	**Verb Phrase**	+	**Tense Aspect**	+	**Subject**
Time		i				ai		
Place		e				ai		
Manner (how)		e				nei		
Āhea		e		pau		ai		ka papa?
I ka hola ʻehia		e		hāmama		ai		ka hale ʻaina?

Past tense verb markers with this pattern: *i* Verb *ai*
Future tense (also "non-tense"): *e* Verb *ai*
Present tense: *e* Verb *nei*

If the subject is a pronoun, it is almost always placed between the situation and the Tense/Aspect marker.

Situation	+	**Pronoun Subject**	+	**Tense Aspect**	+	**Verb Phrase**	+	**Tense Aspect**
Ināhea		ʻoe		i		hiki mai		ai?
No ke aha		ʻoe		e		ʻakaʻaka mai		nei?
Pehea		ʻoe		e		hele mai		ai?
I hea		ʻoe		e		hele aku		ai?
Aia i hea		ʻoe		e		hana		nei?
Ma Kahaluʻu		ʻo ia		e		hana		nei.

These examples are found in the basic sentences.

2. When

In Haʻawina 19 you learned to use *ʻana* to express "when, past tense, statement" *(i kona hele ʻana, i ka hele ʻana o ka lōio).* Hawaiian has many specific words and phrases that are all translated as "when" in English. These include:

- ināhea—when, questions only, past tense
- āhea—when, questions only, future tense
- i ka manawa hea—when, questions only, past or future tense, depending on the Tense/Aspect markers
- i ka manawa—when, statements, past or future tense, depending on Tense/Aspect markers

These expressions are used in situation-emphatic sentences. *Ināhea* and *āhea* only occur initially.

3. *Ke*

This word means “if, whenever.” It can refer to past or future events and does not take any tense markers.

> Ke hele nā kānaka i ka heiau, ua lohe lākou i nā leo.
> Whenever the people went to the heiau, they heard voices.
>
> Ke mākaukau ka ʻaina awakea, e kāhea mai iaʻu.
> When lunch is ready, call me.

If the subject is a pronoun, it is often fronted.

> Ke ʻoe hele, hele au.
> If you go, Iʻll go.

4. Telling Time

Using hours and minutes to tell time is a postcontact development, and is basically a direct translation from English. See the vocabulary list for the necessary patterns.

5. Time Phrases

The vocabulary list contains a complete set of time phrases. The most commonly used are “last X” and “next X.” The others are provided in this lesson for your convenience, but learning to use them is a gradual process. At this point, concentrate on recognizing them when you see or hear them in Hawaiian.

III. DIALOGS

1. Ma ke kula nui

ʻAlena: E Hepualei, ināhea ʻoe i hiki mai ai i ke kula nui i kēia lā?
Hepualei: I ka hola ʻeono au i hiki mai ai.
ʻAlena: Auē, no ke aha ʻoe i hele mai ai i ke kakahiaka nui?
Hepualei: Makemake au e hoʻokuʻu i ke kaʻa kokoke i ke kula nui.
ʻAlena: Āhea ʻoe e hoʻi aku ai i ka hale?
Hepualei: Ke pau kaʻu mau papa, hoʻi aku au. I ka hola ʻekolu paha, hola ʻehā.
ʻAlena: ʻAʻole ʻoe māluhiluhi?
Hepualei: ʻAʻole, no ka mea, hoʻi au i ka hiamoe i ka hapalua hola ʻewalu.

2. Ma ka papa ‘ōlelo Hawai‘i

Wili: E Laiana, āhea e pau ai kēia papa?
Laiana: Iwakālua minuke ma hope o ka hola ‘umikūmākahi.
Wili: Hū, ka lō‘ihi! ‘A‘ohe o‘u hoihoi i kēia ha‘awina.
Laiana: ‘O au pū! I hea ‘oe e hele aku ai ma hope o ka papa?
Wili: I ka hale ‘aina paha. E hele kāua e inu pia!
Laiana: ‘A‘ole hiki ia‘u; ho‘omaka au i ka hana i ka hola ‘ekahi.
Wili: Aia i hea ‘oe e hana nei?
Laiana: Ke hana nei au ma ke kula nui.
Wili: Tsā, ‘a‘ole pilikia. Hiki iā ‘oe ke hele me a‘u i Mānoa Gardens. Nui loa ka manawa.
Laiana: Hiki paha. Hola ‘ehia kēia?
Wili: Hapahā i hala ka hola ‘umikūmākahi. Kokoke pau kēia papa.

3. Ma ke kula nui

Kani: E Pua, pehea ‘oe e hele mai ai i ke kaona?
Pua: I ka hapanui o ka manawa, hele mai au me ko‘u hoa aloha. Akā i kekahi mau lā, na ka‘u kāne e lawe mai ia‘u.
Kani: He kāne lokomaika‘i kāu! ‘A‘ole ‘o ia hana i Honolulu nei, ‘a‘ole anei?
Pua: Ma Kahalu‘u ‘o ia e hana nei, akā, aia aku aia mai, he hana kāna ma ke kaona.
Kani: ‘A‘ole maopopo ia‘u; he aha kāna ‘oihana?
Pua: He kahuna pule ‘o ia ma ka hale pule ‘o Kana Keoni Ma Ke Kai.
Kani: A ‘o ‘oe ka māmā kahu? *(‘Aka‘aka ‘o ia.)*
Pua: E, no ke aha ‘oe e ‘aka‘aka mai nei?
Kani: E kala mai ia‘u. He māmā kahu ‘ano ‘ē ‘oe.
Pua: ‘A‘ole loa. Ke ‘oe hele mai i ko‘u hale pule, hiki iā ‘oe ke nānā mai ia‘u i kēlā ‘ano ‘oihana.

4. Ma ko Lilinoe hale ‘aina ma ke kelepona

Maha‘oi: Aloha kakahiaka. I ka hola ‘ehia e hāmama ai ka hale ‘aina?
Kalekona: I ka hapahā hola ‘eono au i wehe ai i ka puka.
Maha‘oi: Hō, kakahiaka nui nō! Aia ‘o Lilinoe ma laila?
Kalekona: ‘A‘ole; i ka hapalua hola ‘ewalu paha ‘o ia e hele mai ai.
Maha‘oi: He nīnau ka‘u. I nehinei a ia lā aku, ua ‘ai au i ka pua‘a Pukikī ‘ono loa. Ua loa‘a i kēia lā?

Kalekona: ʻAʻole i kēia lā. Naʻu e hana i kēlā ʻano puaʻa. I ka lā ʻapōpō a ia lā aku e loaʻa ai kēlā mea.
Mahaʻoi: No ke aha e loaʻa ʻole ai i kēia lā?
Kalekona: No ka mea kū au i ka puaʻa i loko o ka wīneka no ʻekolu mau lā, a ma hope iho, kuke au.
Mahaʻoi: E ʻoluʻolu ʻoe, e hoʻopaʻa i ka pākaukau na māua ʻo kaʻu wahine i kēlā lā.
Kalekona: Hiki nō. Mahalo i kou kelepona ʻana mai.

Dialog Notes

Teasing is a sign of affection and friendship among Hawaiians. When Kani finds out that Pua is a minister's wife as well as a professor, he laughs and says she's a strange kind of minister's wife.

IV. EXERCISES

A. Situation-Emphatic Sentences

Use situation-emphatic constructions to ask these questions; answer them with situation-emphatic statements or verb/subject sentences. Practice doing them orally as well.

1. When were you born?
2. When were your parents born?
3. Where were you born?
4. Where were your parents born?
5. Where do you live?
6. Where do your parents live?
7. What time did you come to school this morning?
8. How did you come to school?
9. What time are you going home?
10. How are you going home?
11. Why did you come to the University of Hawaii?
12. Where do you work?
13. When will the semester end?
14. Where will you go this summer?
15. Why didn't you learn Japanese?
16. Where did you buy your shoes?

17. Where will you eat lunch today?
18. Why are you learning Hawaiian?
19. When will you graduate?
20. What day will you not come to class?

B. Time Phrases

Translate.

1. last year
2. next week
3. year before last
4. week after next
5. day before yesterday
6. day after tomorrow
7. last month
8. 1:00
9. 12:30
10. 9:45
11. 6:15
12. twenty minutes to five (4:40)
13. 3:10

V. VOCABULARY

āhea—when (future, questions)
‘aka‘aka (vi)—to laugh
‘ano ‘ē—strange, unusual, weird, different
ho‘oku‘u (vt)—to park (as a car); to dismiss
ināhea—when (past tense, questions)
kahuna pule, kāhuna (pl.)—minister, priest
kakahiaka nui—early morning
kaona—town
ke—if, whenever
māmā kahu—minister's wife
‘oihana—job, profession, role
wīneka—vinegar

Idioms and Phrases

aia aku aia mai—occasionally, now and then
hapahā i hala ka hola ‘elua—2:15
hapalua hola ‘elua—2:30
hapahā hola ‘ekolu—2:45
Ho‘i i ka hiamoe.—Go to sleep.
Hola ‘ehia kēia?—What time is it?

hola ‘elua—2:00
i nehinei a ia lā aku—day before yesterday
iwakālua minuke i hala ka hola ‘elua—2:20
iwakālua minuke ma hope o ka hola ‘elua—2:20
ka lā‘apōpō a ia lā aku—day after tomorrow
kēia X a‘e—next X: kēia mahina a‘e—next month
kēia X a‘e a ia X aku—X after next: kēia pule a‘e a ia pule aku—week after next
kēlā X aku nei—last X: kēlā makahiki aku nei—last year
kēlā X aku nei a ia X aku—X before last: kēlā pule aku nei a ia pule aku—week before last
‘umi minuke ma mua o ka hola ‘ekolu—2:50

REVIEW 6

HOʻI HOPE ʻEONO

I. SUMMARY OF CONTENTS IN HAʻAWINA 19–21

A. Major Patterns

1. *Lilo* sentences (including "become")
2. *ʻAna* nominalization
3. Actor-emphatic sentences
4. Situation-emphatic sentences

B. Other Features

1. *ʻOle*
2. Time phrases
3. "When" words *(ināhea, āhea, ke)*
4. Telling time

II. EXERCISES

A. *Lilo* Sentences

Translate.

1. He's becoming a minister after his graduation.
2. Nāhoa became a lawyer last year.
3. Kawehi will become a mother next semester.
4. The rat's canoe was gone.
5. The soft-hearted woman's money was lost to the thief.

B. *ʻAna* Sentences

Translate these sentences using an *ʻana* phrase for the bold-faced phrases.

1. **After my brother dries the aku,** he sells (it) to Lilinoe's restaurant.
2. **When the paddles were lost at sea,** they (3+) couldn't bring back the canoe.
3. That's the result of **drinking beer** before canoe paddling.
4. **When the rat felt on his head,** he was very disappointed.
5. **Before calling out the song,** practice the Hawaiian words!

C. Actor-Emphatic Sentences

Translate.

1. It's the octopus that grabs the cowrie.
2. It was the rat that excreted on the octopus's head.
3. It was the rascal teacher who told us this story.
4. It is she who writes unusual lessons.
5. I'm the one who gave *(kapa)* the Hawaiian name for my son's wife.

D. Situation-Emphatic Sentences

Translate.

1. When did you get the results?
2. When will the Portuguese pork be available *(loaʻa)?*
3. Day after tomorrow (it) will be ready.
4. Where did you park the car?
5. In the middle of an untraveled street is where I left your truck.

22

HA‘AWINA IWAKĀLUAKŪMĀLUA

Possessive Locational Sentences

I. BASIC SENTENCES

1. Aia kou lole wāwae hou i kou kaikua‘ana.	1. Your older sister has your new pants.
2. Aia ko‘u ka‘a iā ‘Alapaki.	2. ‘Alapaki has my car.
3. Eia kāu mau kī ia‘u.	3. I have your keys.
4. Aia ia puke i ko‘u māmā.	4. My mother has that aforementioned book.
5. Ināhea ‘o ia i lawe aku ai i ia lole wāwae?	5. When did she take those aforementioned pants?
6. He aha ke ‘ano mea ‘ai ma ia wahi?	6. What kind of food is there at this aforementioned place?
7. Ua kapa ‘ia ia hale ‘aina ‘O Ka Na‘aukake Pukikī.	7. This aforementioned restaurant is called The Portuguese Sausage.
8. Ua like kou kāma‘a.	8. Your shoes are similar.
9. ‘A‘ole like ka ‘ākala me ka ‘ālani.	9. Pink is not the same as orange.
10. Makemake au i ke kāma‘a e like me ko La‘e kāma‘a.	10. I want shoes like La‘e’s shoes.

II. EXPLANATIONS

1. Possessive Locational Sentences

This pattern is identical to that found in Ha‘awina 9 except that the location is a person rather than a time or place. It is useful in describing situations when somebody has something that is not necessarily theirs, or in asking who has something.

Aia	+	**Subject**	+	**Location**
Aia		ka puke a ke kumu		iā ʻAulani.
Aia		kā ke kumu puke		iā ʻAulani.
Aia		kou kamaʻa		i ka ʻīlio.
Aia		ke ʻeke a ka wahine		i ka mākaʻi.

ʻAulani has the teacher's book.
The dog has your shoe.
The policeman has the woman's purse.

If the person in possession (i.e., the location) is a pronoun or proper name, it often precedes the subject:

Aia	+	**Location**	+	**Subject**
Aia		iā wai		kaʻu penikala?
Aia		iā ʻoe		kāna helu kelepona?
Aia		iā ʻAulani		ka puke a ke kumu.

Who has my pencil?
Do you have her phone number?
ʻAulani has the teacher's book.

If the speaker (location) has the thing right there with him and wishes to emphasize that, *aia* is replaced with *eia.*

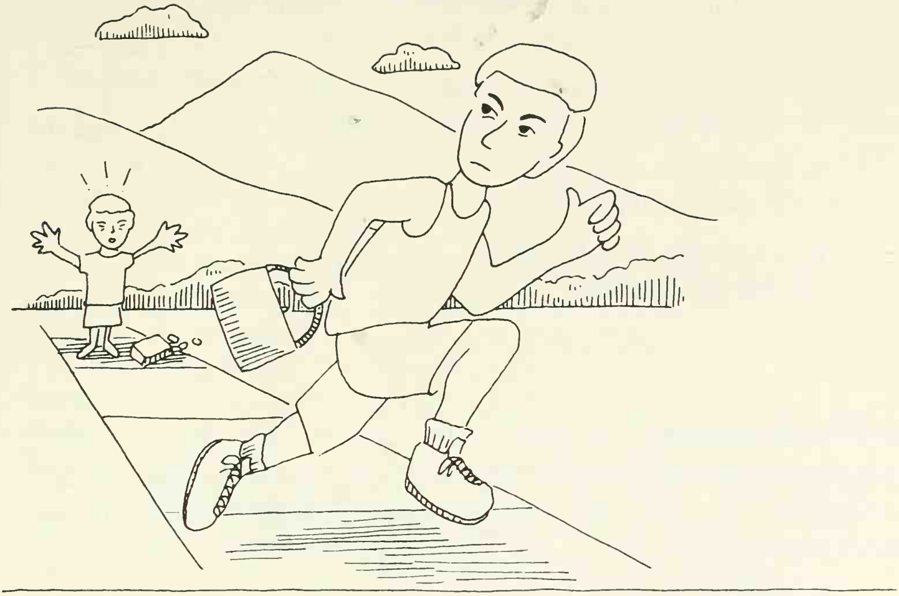
> Eia iaʻu ke kī o ke kaʻa!
> I have the car key right here!

A very useful idiom is based on this pattern. To say "it's up to you," Hawaiians say, literally, "you have it"; the "it" *(ia)* is often omitted:

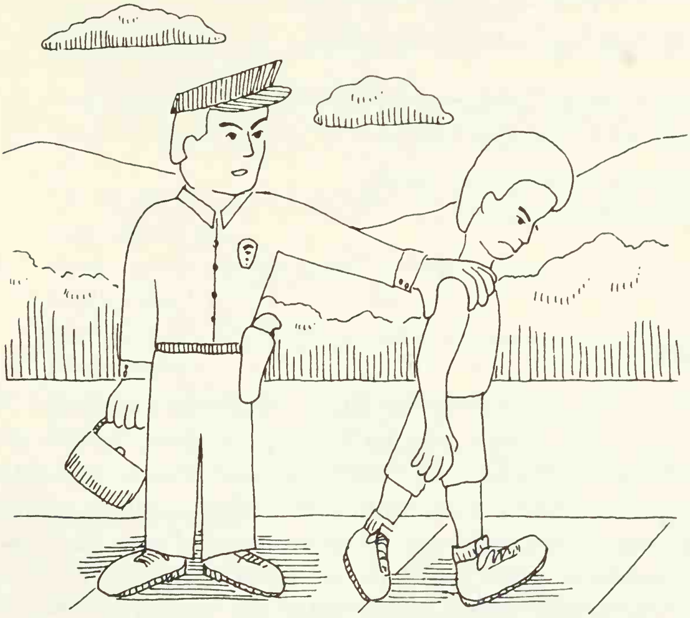
> Aia nō (ia) iā ʻoe.
> (It) is up to you; whatever you want to do.

2. *Ia* (This/that Aforementioned)

Once something has been mentioned in a conversation or writing, it is often preceded by *ia* when referred to again. *Ia* replaces the determiner (*ke/ka, kēia, kēnā, kēlā, kekahi,* k-possessive). If the thing is used as an object, *ia* is preceded by *i* although it is not always easy to hear this in conversation.



Auē! Ua lilo ke ʻeke i ka ʻaihue.



ʻAʻole pilikia! Aia ke ʻeke a ka wahine i ka mākaʻi.

Aia i hea ka hale ʻaina ʻO Ka Naʻaukake Pukikī?
Aia ia hale ʻaina ma ke ala nui Waiānuenue.

Where's The Portuguese Sausage restaurant?
That restaurant is on Waiānuenue Avenue.

Ua ʻike ʻoe i ka iʻa maloʻo?
Ua ʻai nā keiki i ia iʻa.

Have you seen the dried fish?
The kids ate that fish.

3. *Like, E Like Me*

It is only a coincidence that the Hawaiian word for "alike, like, similar" is identical with the English. *Like* is a stative verb and functions like any other stative verb:

Ua like kou kāmaʻa.
Your shoes are similar.

When identifying the other item that is similar, *like* occurs with *me:*

Ua **like** kēia puke hou **me** kēlā puke kahiko.
This new book is similar to that old book.

If *like* is not the main verb in the sentence, it is preceded by *e:*

Makemake au i ke kāmaʻa **e like me** ko Laʻe kāmaʻa.
Hana ʻoe **e like me** ke keiki!

I want shoes like Laʻe's shoes.
You act like a child!

4. Colors

You have already learned a few colors. This lesson includes the rest of the common color words used by English speakers. Some words come directly from the English, and others are old Hawaiian words. Color categories vary widely from culture to culture, so that the Hawaiian words do not always represent the same range of hues and tones as the English translations that are given. This doesn't mean that Hawaiians' eyes work differently from English speakers', but that the language classifies what is seen into categories that are different from the English.

III. DIALOGS

1. Ma ko Luika hale

Makia: E Māmā, aia i hea ko‘u lole wāwae selamoku?
Luika: Aia kou lole wāwae hou i kou kaikua‘ana.
Makia: No ke aha lā? ‘A‘ohe ona lole wāwae?
Luika: ‘A‘ole ‘o ia i holoi lole.
Makia: Hū ka moloā! Ināhea ‘o ia i lawe aku ai i ia lole wāwae?
Luika: I kēia kakahiaka ‘o ia i komo ai. ‘A‘ole ‘o ia i noi iā ‘oe?
Makia: ‘A‘ole loa! A aia ko‘u lole wāwae ‘ē a‘e i ko‘u hoa aloha. ‘A‘ole hiki ia‘u ke hele i ke kula.
Luika: Tsā! E komo ‘oe i ka mu‘umu‘u a hele aku!
Makia: ‘A‘ole. E ho‘ohenehene ana nā kaikamāhine ‘ē a‘e ia‘u.
Luika: Mai wahapa‘a mai ‘oe ia‘u, e Makia! E komo ‘oe i kou lole a hele aku i ke kula.
Makia: Akā, pehea au e hele ai? Ua hele ‘ē ke ka‘a ‘ohua.
Luika: E hele wāwae ‘oe ‘ānō! Kokoke i ka hola ‘ewalu kēia.

2. Ma mua o ka papa ‘ōlelo Hawai‘i

Pua: E Ku‘upua, aia i hea kāu puke ‘ōlelo Hawai‘i?
Ku‘upua: Aia ia puke i ko‘u māmā.
Pua: No ke aha ‘oe i hā‘awi aku ai i kāu puke iā ia?
Ku‘upua: Makemake ‘o ia e a‘o i ka ‘ōlelo Hawai‘i akā, ‘a‘ole hiki iā ia ke hele i ke kula.
Pua: A pehea ‘oe e ho‘opa‘a ai i ka ha‘awina hou?
Ku‘upua: Ke pau ka papa, e hele aku ana au e kū‘ai i kekahi puke ‘ē a‘e.
Pua: ‘A‘ole hiki ke kū‘ai i ia puke i ka hale kū‘ai. Na‘u wale no e hana i nā kope.
Ku‘upua: Auē, ‘a‘ole maopopo ia‘u. Hiki paha iā ‘oe ke hana i kekahi kope na‘u?
Pua: ‘Ae, hiki nō. A i kēia lā, e noho kokoke ‘oe iā Kiaka a nānā i kāna puke.
Ku‘upua: Mahalo, e ke kumu. E hā‘awi aku au i ke kālā no ka puke iā ‘oe.

3. Ma ko ‘Ekekela ke‘ena

Kunāne: E ‘Ekekela, aia i hea kou ka‘a i kēia lā?
‘Ekekela: Aia ko‘u ka‘a iā ‘Alapaki. ‘A‘ole hiki iā ia ke ho‘ohele i kona kalaka i kēia kakahiaka.

Kunāne: Pehea ‘oe i hele mai ai i ka hana?
‘Ekekela: Na ‘Alapaki i lawe mai ia‘u.
Kunāne: He aha ka pilikia me ke kalaka?
‘Ekekela: ‘A‘ole maopopo ia‘u kēlā ‘ano mea. Na kona hoa aloha e ho‘oponopono.
Kunāne: ‘O kāna ‘oihana kēlā?
‘Ekekela: ‘Ae, e hele ana ‘o ia i ka hale ma hope o ka hana a nānā i kēlā me kēia mea.
Kunāne: Āhea ‘oe e ho‘i aku ai i ka hale?
‘Ekekela: I ka hapahā i hala ka hola ‘elima paha. Ke pau kāna hana, e ki‘i ana ‘o ‘Alapaki ia‘u.
Kunāne: Inā ‘oe makemake e hele ‘ē, hiki ia‘u ke ho‘iho‘i aku iā ‘oe i ka hapalua hola ‘ehā.
‘Ekekela: Maika‘i kēlā. Hiki ia‘u ke ho‘omākaukau i nā pūpū na ‘Alapaki mā.

4. Ma ko Lilinoe hale ‘aina

Lopaka: E Lilinoe, ua ‘ike ‘oe i ka hale ‘aina hou?
Lilinoe: ‘A‘ole. Aia i hea ia hale ‘aina?
Lopaka: Aia ma ke ala nui Waiānuenue, kokoke i ka hale leka.
Lilinoe: He aha ke ‘ano mea ‘ai me kēia wahi?
Lopaka: ‘A‘ole maopopo pono ia‘u, no ka mea, ‘a‘ole au i hele i loko. Akā, ua kapa ‘ia ia hale ‘aina ‘O Ka Na‘aukake Pukikī.
Lilinoe: E kelepona aku ‘oe iā Koleka, a e hele pū kākou e ‘ai i ka ‘aina awakea i laila.
Lopaka: Aia nō iā ‘oe, akā, na wai e hana ma ‘ane‘i?
Lilinoe: Na Kalekona e kuke i ka ‘aina awakea. Maopopo iā ia ka ho‘omākaukau ‘ana i ka mea apau.
Lopaka: Āhea ‘o ia e hiki mai ai?
Lilinoe: I ka hapahā hola ‘umi. Hiki iā kākou ke hele i ka hapalua hola ‘umikūmākahi.
Lopaka: E ki‘i a‘e au iā Koleka, no ka mea aia kona ka‘a iā Kalekona.
Lilinoe: No ke aha lā? Aia i hea kona Jeep?
Lopaka: Ua make i kēlā pule aku nei. He mea kahiko loa ia ka‘a.

5. Ma ko Kawehi ke‘ena

Tuti: E Kawehi, ua lilo ka‘u mau kī.
Kawehi: ‘A‘ole. Eia kāu mau kī ia‘u.
Tuti: Pehea i loa‘a ai ia mau kī iā ‘oe?
Kawehi: I kou hele ‘ana mai i ko‘u ke‘ena i kēia kakahiaka, ua waiho ‘oe i nā kī ma luna o ka‘u pākaukau kākau.

Tuti: Hō, hauʻoli nō au! Nui ka pilikia inā lilo nā kī.

Kawehi: ʻAe, pololei. ʻAʻole hiki ke kalaiwa i ke kaʻa, ʻaʻole hiki ke komi i loko o ka hale.

Tuti: ʻAe, ua pīhoihoi loa au. Ua ʻimi au i loko o kaʻu ʻeke, i ke keʻena, i ka lumi papa, i ke ala nui, akā ʻaʻole loaʻa.

Kawehi: E kala mai iaʻu. Ua manaʻo au maopopo iā ʻoe, aia nā kī ma ʻaneʻi.

Tuti: ʻAʻole pilikia. ʻO ka loaʻa ʻana ka mea nui. E hele kāua e ʻai i ka ʻaina awakea. Naʻu e uku.

Kawehi: He mau papa kaʻu a hiki i ka hapalua hola ʻumikūmālua.

Tuti: He mea ʻole. Hiki ke hele i ka hola ʻekahi.

Kawehi: Mahalo, e Tuti. A hui hou.

6. Ma ko Luika hale

Makia: E māmā, makemake au i ke kāmaʻa hou e like me ko Laʻe kāmaʻa.

Luika: No ke aha lā? Ua like kou kāmaʻa.

Makia: ʻAʻole loa! He kāmaʻa ʻākala kona. Aia nō iaʻu ke kāmaʻa ʻālani. ʻAʻole like ka ʻākala me ka ʻālani.

Luika: ʻAʻole mea nui ia. Pipiʻi loa ke kāmaʻa hou.

Makia: Akā, ʻaʻole hiki iaʻu ke komo i ke kāmaʻa ʻālani me koʻu lole poni hou.

Luika: E noi aku ʻoe iā Laʻe e ʻae mai i kona kāmaʻa.

Makia: Tsā! ʻAʻole like ka nui o kona wāwae me koʻu wāwae. He wāwae liʻiliʻi loa koʻu.

Luika: He kaikamahine hoʻokano ʻoe!

Makia: E ʻoluʻolu, e Māmā, hiki iaʻu ke kūʻai mai i ke kāmaʻa me kaʻu kālā ponoʻī.

Luika: Aia nō ia iā ʻoe, akā he hoʻopau kālā ia.

Dialog Notes

Makia and her mother are like mothers and daughters everywhere, disagreeing about the importance of clothes. Common themes are repeated: brother giving sister a ride, sister and brother trying out a new restaurant together. Traditional Hawaiian families stay close to each other even after the siblings are adults. Although Hawaiian brothers and sisters may fight with each other, the ideal value for sibling and other interpersonal relationships is closeness and mutual support.

IV. EXERCISES

A. Possessive Locational Sentences

Translate.

1. Who has ʻAuliʻi's backpack?
2. The teacher has that aforementioned backpack.
3. Do you have the lawyer's phone number?
4. I have his name.
5. Kimo has ʻAlapaki's car.

B. *Ia* (This or That Aforementioned) Sentences

Translate.

1. This aforementioned office is in Spalding Hall.
2. I really crave that aforementioned kind of octopus.
3. The octopus was caught with that aforementioned thing.
4. It was that aforementioned minister who sang on Sunday.
5. This aforementioned minister's wife is rather strange.

C. *Like*

Translate.

1. He's running around like a crazy person.
2. Your nose *(ihu)* is like a banana.
3. The cousins are very much alike. *(like loa)*
4. Pua doesn't act like the other minister's wives.
5. Haole snacks are not as delicious as Hawaiian snacks. (Haole snacks are not delicious like Hawaiian snacks.)

D.

Translate this story.

KĀNE AND KŪ

Adapted from Laura S. Green, 1928, *Folk Tales from Hawaii,* p. 61.

In the old days, an old man lived in Hilo. He was very interested in praying. He prayed to Kāne and Kū all the time. Before eating, he prayed. Whenever he went to farm, he prayed beforehand. When he went to sleep, he prayed again. This old man prayed all day long.

One time, this aforementioned old man went to fish with some friends. He dived down into the sea. His friends waited above, but he didn’t emerge. They thought he was dead, and they went back home.

But the old man wasn’t dead. When he dived, he saw a beautiful land under the sea. There was a house with a flower garden. When the old man went close to the house, he heard two voices calling him. He entered the house and saw two men. They invited him to eat dinner. After they had eaten, the old man went to sleep because he was very tired.

The next morning after breakfast, the two men told him, “We are Kāne and Kū. We always hear your frequent (often) calling to us. We are kind of happy because you don’t call us when you go to the toilet *(lua)*. But your constant praying is an irritating thing. Here’s the right practice: whenever you wake up *(ala),* pray to us. If you have a problem, pray again. Whenever you go to sleep, pray. But most of the time, don’t call us. If we want you, we’ll call you. Now you can go back home.”

The old man went back to Hilo and lived there until his death. But his praying all the time was finished.

V. VOCABULARY

a hiki i—until
‘ākala—pink
ala (vi, vs)—to be awake, to arise, to wake up
‘ālani—orange
‘ē—already, beforehand, previously
hinahina—gray
ho‘ohele (vt)—to cause to go, to start (as a car)
ho‘okano (vs)—proud, conceited
ho‘opau (vt)—to waste
ia—this or that aforementioned
ke‘ena—office
like (vs)—like, alike, similar
lua—toilet
melemele—yellow
‘ōma‘oma‘o—green
palaunu—brown
polū—blue
poni—purple
pūpū—snack
uliuli—dark color

Idioms and Phrases

Aia nō (ia) iā ‘oe.—(It’s) up to you. Whatever you want to do; (lit., you have it)
He mea ‘ole.—It doesn’t matter; never mind; it’s of no importance; it’s nothing (in reply to “mahalo”).
Mai wahapa‘a mai ‘oe ia‘u.—Don’t argue with me.

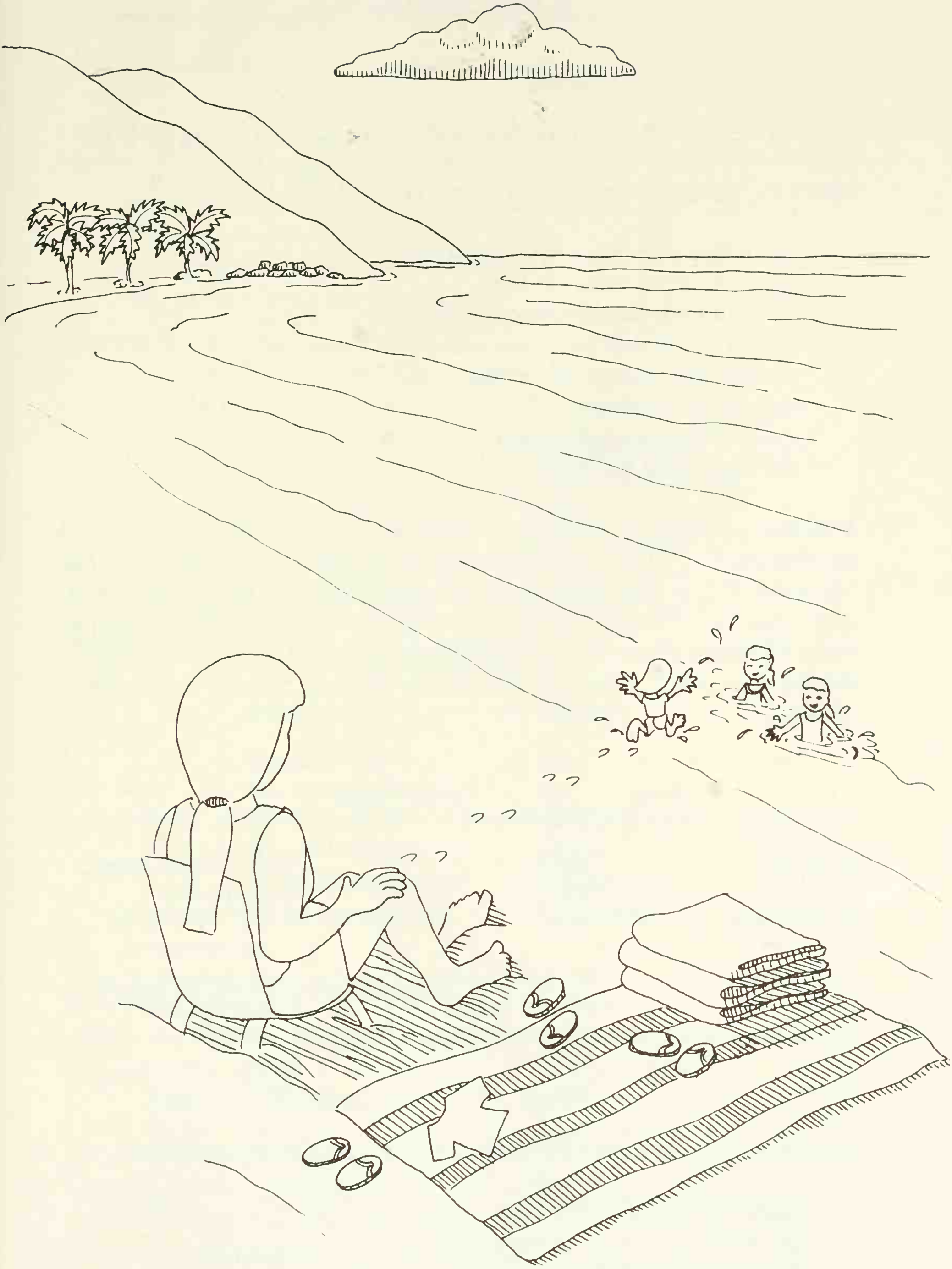
23

HA‘AWINA IWAKĀLUAKŪMĀKOLU

Relative Clauses (Type A), Negative Class-Inclusion and Equational Sentences and *Pono* (Ought To) Sentences

I. BASIC SENTENCES

1. Huhū loa au i ke kanaka i ‘aihue i ko‘u ‘eke kua.	1. I’m really mad at the person who stole my backpack.
2. ‘Ike au i kekahi wahine e hana nei i laila.	2. I know a woman who works there.
3. ‘O ‘oe ka haumana e ‘imi ana i ke ‘eke kua?	3. Are you the student who is looking for the backpack?
4. ‘O ia ke ‘eke i hā‘awi ‘ia mai ia‘u e ko‘u kupunahine.	4. It’s the backpack that was given to me by my grandmother.
5. ‘O wai kēlā kanaka hou e kuke nei?	5. Who is that new person who is cooking?
6. Pono au e wehewehe i nā kānaka e kū‘ai mai.	6. I have to explain to the people who buy.
7. Pono ‘oe e hele i ke ke‘ena “lilo a loa‘a.”	7. You ought to go to the “lost and found” office.
8. Pono e ‘ōlelo ‘olu‘olu loa ma ka hale ‘aina.	8. (One) should speak very politely at a restaurant.
9. ‘A‘ole kēnā ko‘u ‘eke.	9. That’s not my bag.
10. ‘A‘ole kēlā he hana pono.	10. That’s not a proper thing to do.



Ke mālama nei ʻo Māmā i nā keiki e pāʻani ana i ke kai.

II. EXPLANATIONS

1. Type-A Relative Clauses

A relative clause is a verb phrase that is used to modify a noun. Like a single-word modifier in Hawaiian, a relative clause follows the noun it modifies. Here are some nouns with relative clauses:

the person **who stole my backpack**
the woman **who works there**
the student **who is looking for her bag**
the backpack **that has been returned**
the bag **that was given to me**
the people **who buy**
the food **that was obtained**
the canoe **that was lost**

Hawkins (*Pedagogical Grammar of Hawaiian,* 1982) calls these "Type A relative clauses"; they are different from "Type B relative clauses" (see Haʻawina 24) in that these verbs have no subjects of their own; "who" and "that" are "empty" subjects and do not occur in the Hawaiian pattern. The noun that is being modified (head noun) is the true subject of the relative clause. The pattern for the Type-A relative clauses listed above is:

Head Noun	**+ Tense Aspect**	**+ Verb Phrase**	**+ Tense Aspect**	**+ Objects, Locations**
ke kanaka	i	ʻaihue		i koʻu ʻeke kua (past)
ka wahine	e	hana	nei	i laila (present)
ka haumana	e	ʻimi	ana	i kāna ʻeke (future; progressive)
ke ʻeke kua	i	hoʻihoʻi ʻia mai		(past, passive)
ke ʻeke	i	hāʻawi ʻia mai		iaʻu (past, passive)
nā kānaka	e	kūʻai mai		(no tense)
ka ʻai	i	loaʻa		(past)
ka waʻa	i	lilo		(past)

The verb markers used with Type-A relative clauses are as follows:

past:	*i* Verb
present:	*e* Verb *nei*
future/progressive:	*e* Verb *ana*
no tense:	*e* Verb

2. Negative Class-Inclusion and Equational Sentences

Here are some examples of negative class-inclusion and equational sentences:

This isn't a good book.
I'm not a lazy student.
Kalekona is not a lawyer.
This isn't my backpack.
That person isn't Kimo's teacher.
My husband isn't the minister.

Here is the Hawaiian pattern:

ʻAʻole	+	**Subject**	+	**Predicate.**
ʻAʻole		kēia		he puke maikaʻi.
ʻAʻole		au		he haumana moloā.
ʻAʻole		ʻo Kalekona		he lōio.
ʻAʻole		kēia		koʻu ʻeke kua.
ʻAʻole		kēlā kanaka		kā Kimo kumu.
ʻAʻole		kaʻu kāne		ke kahuna pule.

This is a reversal of the positive class-inclusion and equational sentence:

Predicate	+	**Subject**
He puke maikaʻi		kēia.
He haumana moloā		au.
He lōio		ʻo Kalekona.
ʻO koʻu ʻeke kua		kēia.
ʻO kā Kimo kumu		kēlā kanaka.
ʻO ke kahuna pule		kaʻu kāne.

3. *Pono* (Ought To) Sentences

Pono is the verb for "should, must, have to, ought to." The pattern is:

Pono	+	**Subject**	+	*e*	+	**Verb**
Pono		au		e		hele.
Pono		nā keiki		e		ʻai.
Pono		ʻo Pua		e		hoʻihoʻi mai i nā hōʻike.

I ought to go.
The children should eat.
Pua should return the exams.

It is also possible to use the *hiki* pattern:

Pono +	Object +	*ke* +	Verb
Pono	iaʻu	ke	hele.
Pono	i nā keiki	ke	ʻai.
Pono	iā Pua	ke	hoʻihoʻi mai i nā hōʻike.

III. DIALOGS

1. Ma ka hale noho haumana

ʻAuliʻi: Huhū loa au i ke kanaka i ʻaihue i koʻu ʻeke kua.
Mikioi: ʻAʻole paha i ʻaihue ʻia, e ʻAuliʻi. Pono ʻoe e hele i ke keʻena "lilo a loaʻa."
ʻAuliʻi: Aia i hea ia keʻena?
Mikioi: ʻAʻole maopopo pono iaʻu, akā, ʻike au i kekahi wahine e hana nei i laila.
ʻAuliʻi: Hiki paha iā ʻoe ke nīnau aku iā ia.
Mikioi: Hiki nō. Ke maopopo iaʻu, e kelepona aku au iā ʻoe.

2. Ma ke keʻena "lilo a loaʻa"

Kahumea: Aloha kāua. ʻO ʻoe ka haumana e ʻimi ana i ke ʻeke kua?
ʻAuliʻi: ʻAe, ua haʻi aku ʻo Mikioi iā ʻoe?
Kahumea: ʻAe. Nui nā ʻeke kua i hoʻihoʻi ʻia mai. He aha ke ʻano o kou ʻeke?
ʻAuliʻi: He ʻeke ʻeleʻele ia. ʻAʻole i kākau ʻia koʻu inoa i loko.
Kahumea: Tsā, he hūpō kēlā. Pono ʻoe e kākau i kou inoa i kāu mau mea. ʻO kēia paha kou ʻeke?
ʻAuliʻi: ʻAʻole kēnā koʻu ʻeke. He ʻeke kahiko a pupuka nō hoʻi kēnā. He mea maikaʻi koʻu ʻeke a pipiʻi loa.
Kahumea: Inā pēlā, ua lilo paha i ka ʻaihue.
ʻAuliʻi: Auē nō hoʻi ē! ʻO ia ke ʻeke i hāʻawi ʻia mai iaʻu e koʻu kupunahine. E huhū ana ʻo ia iaʻu.
Kahumea: ʻAʻole hiki ke ʻalo aʻe. Pehea, hiki paha iā ʻoe ke kūʻai mai i kekahi ʻeke like loa, a ʻaʻole maopopo iā ia.
ʻAuliʻi: Tsā! ʻAʻole kēlā he hana pono! A eia kekahi, ʻaʻole lawa kaʻu kālā.

3. Ma ko Lilinoe hale ʻaina

Lilinoe: E Kalekona, ʻaʻole kēia he iʻa i kaulaʻi ʻia e kou pāpā.
Kalekona: ʻAe, ua hoʻouna mai ʻo ʻAnakala Kimo i ia iʻa mai Kona mai.
Lilinoe: No ke aha lā? Pono au e wehewehe i nā kānaka e kūʻai mai.
Kalekona: Nui loa ka ua i kēlā pule aku nei. ʻAʻole i loaʻa ka lā wela no ke kaulaʻi ʻana.
Lilinoe: ʻAʻole maikaʻi kēia ʻano iʻa. ʻO kā Lopaka iʻa ka mea ʻono loa.
Kalekona: Pēlā paha, akā, ua ʻōlelo ʻia e nā kūpuna, "E ʻai i ka mea i loaʻa."
Lilinoe: ʻAʻole kēlā he ʻōlelo noʻeau maikaʻi no ka hale ʻaina. Inā au ʻōlelo pēlā i nā kānaka e hele mai, auē, hele koke lākou i kahi ʻē.
Kalekona: ʻAe, pono e ʻōlelo ʻoluʻolu loa ma ka hale ʻaina.

4. Ma ko Lilinoe hale ʻaina

Mahaʻoi: E Lilinoe, ʻo wai kēlā kanaka hou e kuke nei?
Lilinoe: ʻO kaʻu keiki kāne hanauna kēlā. ʻO Kalekona kona inoa.
Mahaʻoi: ʻO wai kona mau mākua?
Lilinoe: ʻO Lopaka lāua ʻo Koleka. Hoʻokahi wale nō a lāua keiki.
Mahaʻoi: ʻOno loa ka puaʻa Pukikī i kuke ʻia e ia. Na kona makuahine i aʻo aku iā ia?
Lilinoe: ʻAʻole maopopo iaʻu. Pono ʻoe e nīnau aku iā ia.
Mahaʻoi: ʻAʻole au makemake e nīele iā ia.
Lilinoe: ʻAʻole kēlā he nīnau nīele. Hauʻoli loa ʻo ia i kou mahalo nui ʻana i kāna hana.

Dialog Notes

"E ʻai i ka mea loaʻa" is a well-known saying. Parents use it in its literal sense to tell children to eat what is served and not to be picky; older Hawaiians today bemoan the fact that children are not being taught this behavior anymore. On a figurative level, the proverb says that one should be satisfied with what one has. This attitude fits in with the Hawaiian value system, which stresses affiliation over acquisition; that is, "make friends, not money."

IV. EXERCISES

A. Type-A Relative Clauses

Translate.

1. the nephew who bothered his aunty
2. the minister who was greatly loved
3. the lawyer who will buy the expensive car
4. the teacher who is explaining the assignment
5. the backpack that was stolen
6. the story that will be told to us
7. the person who was parking the car
8. the musician who sang
9. the people who care for the land
10. the dishes that are cooked by Kalekona

B. Type-A Relative Clause Sentences

Translate.

1. I saw the person who stole the backpack.
2. Akaka is the name of the boy who jumped down from above the waterfall.
3. Have you heard the story about the woman who gave birth to a shark child?
4. The people who arrived in the early morning were very tired.
5. The present that was left by the rat was not good.
6. Give this cake to the students who are helping the teacher.
7. We are waiting for the woman who is going to (will) return our exams.
8. Kalekona will prepare lunch for the people who are coming.
9. Do you have the lesson that will be explained tomorrow?

C. Negative Class-Inclusion and Equational Sentences

Make these sentences negative and translate the sentences you write.

1. He keiki kāne nīele ʻo ia.
2. He pālule pupuka loa kēnā.
3. He wahine naʻau palupalu ʻo Lilinoe.
4. He lā mālie loa ʻo nehinei.
5. He wahine ʻano ʻē ka māmā kahu.
6. ʻO Lilinoe ko Kalekona ʻanakē.

7. ʻO ka mea hoʻokani pila kaʻu keiki kāne hanauna.
8. ʻO koʻu māmā kāu kumu.
9. ʻO kēia pūpū ka mea ʻai ʻono loa ma ʻaneʻi. (loa = most)
10. ʻO ia ke keiki hoʻokano loa i kēia ʻohana.

D. Negative Class-Inclusion and Equational Sentences

Translate.

1. My older sister isn't a lazy woman.
2. This isn't a delicious snack.
3. I'm not a nosy person.
4. They are not students.
5. Lopaka is not a policeman now.
6. Tomorrow isn't Sunday.
7. ʻAuliʻi is not my grandchild.
8. That old woman is not the thief.
9. The Chinese language teacher is not that (distant) old man.
10. Luika is not the youngest in my family.

E. *Pono* Sentences

Translate.

1. You all ought to help each other.
2. The parents should explain to the youngsters.
3. We (3, inclusive) have to start the class.
4. ʻAlapaki should buy a new truck.

V. VOCABULARY

keiki kāne hanauna—nephew
koke—quickly, immediately
nīele (vs, vi)—inquisitive, nosy; to pry, to ask unseemly questions
pupuka—ugly
wehewehe (vt)—to explain

Idioms and Phrases

E ʻai i ka mea i loaʻa.—Eat what is available. (fig., be satisfied with what you have)
eia kekahi—besides, furthermore, in addition

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HAʻAWINA IWAKĀLUAKŪMĀHĀ

Relative Clauses (Type B)

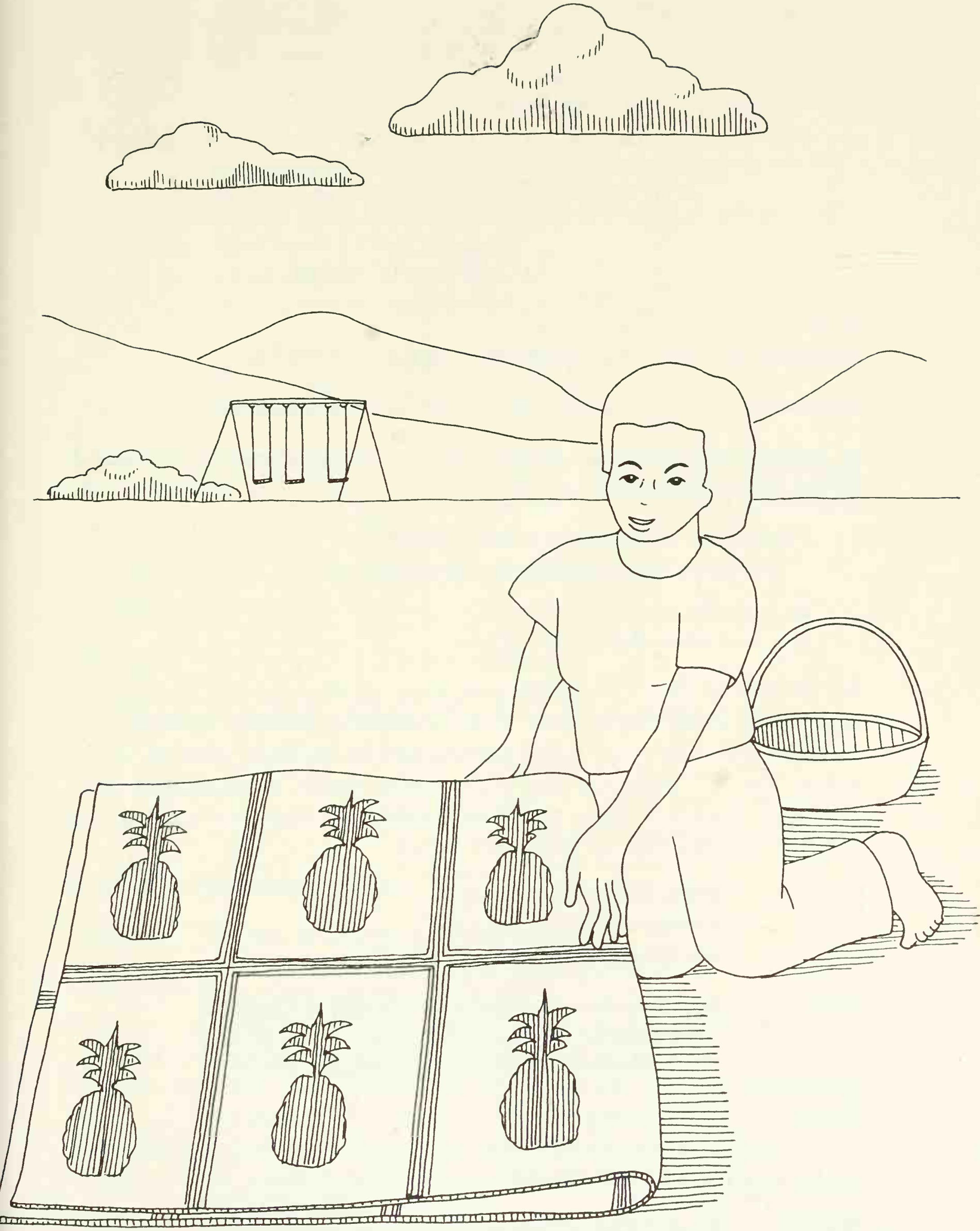
I. BASIC SENTENCES

1. Ua ʻike ʻoe i ka puke a Pua i kākau ai?	1. Have you seen the book Pua wrote?
2. ʻOno loa ka mea ʻai Pukikī āna i kuke ai.	2. The Portuguese food he cooked was very delicious.
3. ʻO ia nā mea aʻu i aʻo mai ai i kēlā kau aku nei.	3. It's the things I learned last semester.
4. Nani loa nā mele āna i haku ai.	4. The songs she composed are very beautiful.
5. Ua kākau ʻo ia i kā kākou mau mea e hana nei.	5. She wrote about the things we do.
6. Eia kaʻu mea i kūʻai mai ai.	6. Here's what I bought.
7. E wehe ʻoe i ka mea aʻu i hāʻawi aku ai iā ʻoe.	7. Open the thing I gave you.
8. He aha kona kumu i neʻe ai?	8. What's the reason he moved?
9. ʻAʻole maopopo pono iaʻu kona manawa e puka ai.	9. I don't really know when he will graduate.
10. Aia paha kekahi hale ʻaina i loaʻa ai ia ʻano mea ʻai?	10. Maybe there's a restaurant that has this kind of food?
11. Maopopo iā ʻoe ka hale kūʻai i loaʻa ai ia puke?	11. Do you know the store that has this book?

II. EXPLANATIONS

1. Type-B Relative Clauses

These clauses differ from Type-A relative clauses (see Haʻawina 23) in that the verb of the relative clause has a subject of its own that is different from the head noun being modified. Here are some English examples with the subject bold-faced:



Eia ke kapa kuiki a koʻu Tūtū i hāʻawi mai ai iaʻu.

the book that **Pua** wrote
the Portuguese food that **he** cooked
the time **he** will graduate
a restaurant where **this food** is available
the reason **she** moved
the song **the minister** is singing

The verb markers for Type-B relative clauses are as follows:

Past:	*i* verb *ai* , i ... dir. la , i ... dir. nei
Future:	*e* verb *ai*
Present:	*e* verb *nei*
Ongoing/no tense:	*e* verb *ana* (not common)

The subject of Type-B clauses is handled in a number of ways:

a. Inanimate and abstract subjects are treated like regular subjects and follow the verb phrase:

kekahi hale ‘aina i loa‘a ai **kēia mea‘ai**
a restaurant where **this food** is available

ka makahiki e pau ai **ka hana**
the year when **the work** will end

b. "People" subjects, especially pronouns, become possessive attributes of the head noun. Either K- or K-less forms may be used; K-forms precede the head noun and K-less forms come immediately after the head noun. The *"o"* forms are used if the verb is stative or passivized, or if the head noun is a time, place, or reason. All other verbs and head nouns occur with the *"a"* possessive forms.

Time:	kona manawa e puka ai ka manawa ona e puka ai the time when he will graduate
Place:	ka hale puke o Kalekona i kū‘ai mai ai i ka puke ko Kalekona hale puke i kū‘ai mai ai i ka puke the bookstore where Kalekona bought this book
Reason:	ko‘u kumu i ne‘e ai ke kumu o‘u i ne‘e ai the reason I moved
Stative:	ka māka‘i o‘u i lilo ai ko‘u māka‘i i lilo ai the cop I succumbed to

Passive: ko‘u kanaka e kōkua ‘ia nei
ke kanaka o‘u e kōkua ‘ia nei
the person I am being helped by

All others: ka puke a Pua i kākau ai
kā Pua puke i kākau ai
the book Pua wrote

kāna mea‘ai Pukikī i kuke ai
ka mea‘ai Pukikī āna i kuke ai
the Portuguese food he cooked

kā ke kahuna pule mele e hīmeni nei
ke mele a ke kahuna pule e hīmeni nei
the song the minister is singing

In translating these constructions from Hawaiian to English, remember that these possessive attributes are the subjects of the relative clause and not possessors of the head noun:

> **kāna** kaikamahine i kōkua ai = the girl **he** helped
> NOT "his daughter who helped"

This latter clause is Type A and is translated:

> **kāna** kaikamahine i kōkua = **his** daughter who helped

III. DIALOGS

1. Ma ko Lilinoe hale ‘aina

‘Alapaki: Ua ‘ike ‘oe i ka puke a Pua i kākau ai?
Lilinoe: ‘Ae, ua lawe ‘ia mai kekahi kope e Kalekona.
‘Alapaki: Pehea i loa‘a ai ka puke iā ia?
Lilinoe: Ua kū‘ai mai ‘o ia i ka puke i kona hele ‘ana i Honolulu.
‘Alapaki: Maopopo iā ‘oe ka hale kū‘ai i loa‘a ai ia puke?
Lilinoe: ‘A‘ole, akā, he mea ‘ole ia. ‘A‘ole hiki iā ‘oe ke heluhelu i kēia puke.
‘Alapaki: E, mai hana ‘ino mai ‘oe ia‘u. Hiki ia‘u ke heluhelu!
Lilinoe: Ua kākau ‘ia ia puke i ka ‘ōlelo Hawai‘i. Maopopo ia‘u ko kākou mau inoa wale nō.
‘Alapaki: Pehea lā? Aia kākou i loko o ka puke?
Lilinoe: ‘Ae, ua kākau ‘o ia i kā kākou mau mea e hana nei.
‘Alapaki: Auē nō ho‘i ē! Pono kākou e a‘o i ka ‘ōlelo Hawai‘i.

2. Ma ko Lilinoe hale ‘aina

Maha‘oi: Ua lohe au, e ne‘e ana ‘o Kalekona i Honolulu.
Lilinoe: ‘Ae, ua hele aku ‘o ia i nehinei.
Maha‘oi: He aha kona kumu i ne‘e ai?
Lilinoe: E lilo ana ‘o ia i haumana ma ke kula nui.
Maha‘oi: Hū ka minamina! ‘Ono loa ka mea ‘ai Pukikī āna i kuke ai.
Lilinoe: Ma hope o kona puka ‘ana, e ho‘i mai ana ‘o ia.
Maha‘oi: Āhea ‘o ia e puka ai?
Lilinoe: ‘A‘ole maopopo pono ia‘u kona manawa e puka ai. He mau makahiki a‘e paha.
Maha‘oi: ‘A‘ole hiki ia‘u ke kali! Aia paha kekahi hale ‘aina i loa‘a ai ia ‘ano mea‘ai?
Lilinoe: Loa‘a paha ma Ka Na‘aukake Pukikī. E hele aku ‘oe i laila.

3. Ma ka hale noho haumana

Kenike: E ‘Aulani, makemake au e ‘ike i kou kāma‘a hou.
‘Aulani: Eia ka‘u mea i kū‘ai mai ai. A eia kekahi mea li‘ili‘i nāu.
Kenike: Mahalo a nui loa, e ‘Aulani. No ke aha ‘oe i hā‘awi mai ai i kēia makana na‘u?
‘Aulani: No ka mea, kōkua mau ‘oe ia‘u me ka‘u mau ha‘awina.
Kenike: ‘A‘ole mea nui. ‘O ia nā mea a‘u i a‘o mai ai i kēlā kau aku nei.
‘Aulani: E wehe ‘oe i ka mea a‘u i hā‘awi aku ai iā ‘oe.
Kenike: ‘O ka lipine o nā mele Hawai‘i i hīmeni ‘ia e Haunani Apoliona! Hau‘oli nō au!
‘Aulani: Ua lohe ‘ē ‘oe i ia lipine?
Kenike: ‘A‘ole, akā, ua lohe au iā ia i ka lū‘au i kēlā hopena pule aku nei. Nani loa nā mele āna i haku ai.

Dialog Notes

‘Aulani brings Kenike a thank-you gift for helping with her studies. The need to reciprocate favors and gifts is deeply ingrained in Hawaiians. ‘Aulani breaks with tradition in urging Kenike to open the gift in her presence. This is modern behavior; good taste used to dictate setting a gift aside and opening it later in private. The symbol of the gift was the important thing, not the actual contents of the parcel. A giftgiver would have been embarrassed to watch the gift being opened and would play down the value of the present. ‘Aulani does that anyway, describing it as “a small thing.”

IV. EXERCISES

A. Type-B Relative Clauses

Translate into English.

1. ka ʻuala a ke kaikamahine e pūlehu nei
2. ka lole wāwae a Lilinoe i hoʻouna mai ai
3. ka ʻiole a ka heʻe i kōkua ai
4. kā ke kumu haʻawina e wehewehe ai
5. ka makana a ka ʻiole i hāʻawi aku ai i ka heʻe
6. ka malo a ke kupunahine i kaulaʻi ai
7. koʻu hale e noho nei
8. ka lā i make ai kaʻu ʻīlio
9. ka hola e hiki mai ai ka mokulele
10. kahi e ulu nei ka ʻawapuhi melemele

B. Type-B Relative Clauses

Translate into Hawaiian; the form of the possessive is given to help you.

1. a the book Pua wrote
2. o the reason my nephew will move to Honolulu
3. a the girl the policeman is helping
4. o the town (where) I was born
5. the street (where) Hepualei's car died
6. o the semester Kalani will graduate
7. a the lunch Lilinoe cooked
8. o the waterfall (where) Akaka jumped down
9. o the tree (where) the girl climbed up
10. the store that has *(loaʻa)* the delicious dried fish
11. a the new dress she is wearing
12. a the story the minister will tell

REVIEW 7

HO‘I HOPE ‘EHIKU

I. SUMMARY OF CONTENTS IN HA‘AWINA 22–24

A. Major Patterns

1. Possessive locational sentences
2. Subordinate clauses (Type-A-no subject)
3. Subordinate clauses (Type-B-subject)
4. *Pono* (“ought to”) sentences

B. Other Features

1. *Ia* (this/that aforementioned)
2. *Like*

II. EXERCISES

A. Subordinate Clauses (Type A)

Translate.

1. my nephew who works in my restaurant
2. the nosy kid who laughed at the minister’s strange wife
3. the minister’s wife who grabbed the aforementioned nosy kid
4. the snack that was prepared by Kalekona
5. the person who will park your car

B. Subordinate Clauses (Type B)

Translate.

1. the time I got up in the early morning
2. the really ugly dress she will wear
3. the snack Kalekona prepared
4. the story the minister is telling
5. the loincloth his grandmother dried over the smoky fire

C. Miscellaneous

Translate.

1. This is not the snack that was prepared by Kalekona.
2. We're (3, exclusive) the ones who ate the snack Kalekona prepared.
3. That aforementioned snack was really delicious.
4. You-all ought to leave some goodies for other people.
5. You (singular) ought to eat what is available.
6. This is not a restaurant.
7. You ought to prepare the food you will eat.
8. Those (distant) gray cars are very similar.
9. Isn't this Tuti's office?
10. Don't argue with me; I want another truck like my previous *(mua)* truck.

Summary 2: Ha‘awina 13–24

A. MAJOR FEATURES

1. Sentences

a. Comparative
b. *Ke* verb *nei*
c. Negative imperative
d. Verbless negative
e. *Hiki*
f. *Maopopo*
g. *Loa‘a*
h. *Lilo*
i. Actor-emphatic
j. Situation-emphatic
k. Possessive locational
l. *Pono*
m. Negative class-inclusion and equational

2. Locatives

3. Verb Classes

4. Stative Verbs with Causatives

5. Passive Voice

6. N-possessives

7. *‘Ana* Nominalization

8. Subordinate Clauses (Types A and B)

B. OTHER FEATURES

1. *Kēlā ʻano* X

2. Particles *(mau, paha, nō)*

3. Medial e verb *ana*

4. Compound Verbs

5. *Kekahi*

6. *Mau* Plural with Numbers and *ʻAʻohe*

7. *Inā* with Pronouns

8. *ʻOle*

9. Time Phrases

10 "When" Expressions

11. Telling Time

12. *Ia* (This/that Aforementioned)

13. Word Order Review

14. *Like, e like me*

Hawaiian Vocabulary: Haʻawina 1–12

The definitions given here are generally limited to those used in this text. For other meanings and more information, see Pukui and Elbert, *Hawaiian Dictionary,* 1986.

a—and (with verbs and sentences); belonging to
aʻe—upward, sidways
ʻae—yes; to agree; to lend, to permit
aha—what (only in questions)
ahahana!—shame!
ahiahi—evening
ʻai—to eat; food
aia—there is, there are
ʻaina—meal
ʻāina—land
ʻaina ahiahi—dinner
ʻaina awakea—lunch, brunch
ʻāina hānau—birthplace
ʻāina hoʻopulapula—homestead land
ʻaina kakahiaka—breakfast
akā—but
akamai—smart; wisdom
aku—away from the speaker
ala—path, way
ala nui—street, road
aloha—love, hello, goodbye
a me—and (with nouns)
āna—his, her
ʻanakala—uncle
ʻanakē—aunty
ʻano—kind (type), sort; rather, somewhat
anu—cold, a cold
aʻo—to learn or teach
aʻo aku—to teach
ʻaʻohe—none, not any
ʻaʻole—no
aʻo mai—to learn
apau—all, entire, whole
ʻapōpō—tomorrow
au—I
āu—your
aʻu—me (with prepositions); my
ʻauʻau—to bathe, to swim
ʻauʻau kai—to swim in the ocean
ʻauinalā—afternoon
aumoe—midnight hours; late night
awakea—midday
ʻāwīwī—quickly, fast, swift
e—imperative marker; vocative marker
ʻē aʻe—other, another, different, else (someone or something)
ʻeha—sore, hurt
ʻehā—four

‘ehia—how many
‘ehiku—seven
eia—here is
‘eiwa—nine
‘ekahi—one (only in counting)
‘ekolu—three
‘ele‘ele—black
‘elima—five
‘elua—two
emi—cheap, reasonable, decreasing
enenue, nenue—chub or pilot fish
‘eono—six
e verb ana—incomplete action markers
‘ewalu—eight
hā‘awi—to give
ha‘awina—lesson, assignment, homework
ha‘i—to tell
hala kahiki—pineapple
hale—house, building
hale ‘aina—restaurant, cafeteria
hale noho haumana—dormitory
hale pule—church (building)
hana—work, activity; to work, to do
hānau—to give birth
hānau hope—younger
hānau mua—older
haneli—hundred
haole—white person, English, American, foreign
hāpai—to carry, to be pregnant
haumana—student
hau‘oli—happy
haupia—coconut pudding
he—a, an
hea—where, what (only in questions)
he‘e—octopus
he‘enalu—to surf
hele—to go
hele mai—to come
hele wāwae—to walk
helu—to count, number, size
heluhelu—to read
helu kelepona—telephone number
hemahema—awkward, clumsy, ill prepared, unskilled
hiamoe—sleep; to sleep
hiapo—eldest child in a family
hiki—to arrive
hoa aloha—friend
hoahānau—cousin
ho‘i—to return, come back, go back
hō‘ike—exam; to display, to show
hoka—to lose out, serve you right!
holoholo—to go out (for fun)
ho‘okahi—one (quantity)
ho‘olimalima—to rent
ho‘olohe—to listen
ho‘omākaukau—to prepare
ho‘opa‘a ha‘awina—to study assignments (no objects!)
ho‘oponopono—to set straight, to clean, to correct
hopena pule—weekend
hou—new, again
hū!—Wow!
hua ‘ai—fruit
huahelu—number, size
hua makekemia—macademia nut
huhū—angry, mad
hui—company, group, association, club; to meet
hūi—halloo; hey there
hūpō—stupid
i—in, on, at; object marker; to, toward

ia—he, she, it
iā—object marker; to, toward
iʻa—fish
iaʻu—me, to me
i hea—where (only in questions)
iho—downward; to descend
ikaika—strong
ʻike—to see, to know, to meet
i laila—there
ʻīlio—dog
inā—if
inamona—roasted pounded kukui nut
inoa—name
inu—to drink
ʻiole—rat, mouse
iwakālua—twenty
iwi—bone
ka—the
kā—belonging to
kaʻa—car
kaʻa lawe ʻohua—bus
kahiko—old
kahua mokulele, kahua hoʻolulu mokulele—airport
kai—sea
kaikaina—younger sibling of the same sex
kaikamahine, kaikamāhine (pl.)—girl, daughter
kaikuaʻana—older sibling of the same sex
kaikuahine, kaikuāhine (pl.)—sister of a male
kaikunāne—brother of a female
kakahiaka—morning
kākau—to write
kākou—we (3+, inclusive)
kālā—dollar
kalaiwa—to drive
kalaka—truck
kālani—gallon
kali—to wait for
kālua—to steam in underground oven
kāmaʻa—shoe
kamaliʻi—child
kāmano lomi—lomi salmon
kāna—his, her
kanaka, kānaka (pl.)—person
kanakolu—thirty
kāne—man, male
kanu—to plant
Kapalakiko—San Francisco
kāpiki—cabbage
kāu—your
kaʻu—my
kāua—we (2, inclusive)
kauka—doctor
kaukani—thousand
kaulana—famous
kaumaha—sad, heavy
kau wela—summer
ke—the
keʻena—office
kēia—this
keiki—child
keiki kāne—boy, son
kēlā—that (distant from addressee)
kelepona—telephone; to telephone
kēnā—that (near addressee)
keʻokeʻo—white
Kepanī—Japanese
kī—key; tea
kiʻi—picture, photo, doll, statue, any image; to fetch
kiʻiʻoniʻoni—movies
kikowaena kūʻai—shopping center
kino—body
kipa—to visit
kīwī—TV
ko—belonging to

koena—leftovers, remainder
koko‘olau—Hawaiian herb
kōkua—help; to help
Kōlea—Korean
kolohe—rascal, mischievous
komo—to enter
kona—his, her
kono—to invite
kope—coffee
kou—your
ko‘u—my
kū—to stand, to park, to soak
kū‘ai—to exchange, to sell
kū‘ai aku—to sell
kū‘ai mai—to buy
ku‘i ‘opihi—to gather ‘opihi
kukui uila—electric light
kula—school
kula nui—university
kūlolo—taro/coconut pudding
kumu—teacher
kupuna, kūpuna (pl.)—grandparent
kupuna kāne, kūpuna kāne (pl.)—grandfather
kupuna wahine, kupunahine, kūpunahine (pl.)—grandmother
ku‘u—my (affectionate)
lā—sun, day
lā hānau—birthday
laki—lucky
lākou—they (3+)
Lāpule—Sunday
lāua—they (2)
lawai‘a—fisherman; to fish
lawe-to bring or take
lawe aku—to take
lawe mai—to bring
leka—letter
leo—voice
li‘ili‘i—small
lima—hand
limu kohu—highly prized pink or dark red seaweed
lio—horse
lipine—tape, ribbon
loa—very
lohe—to hear
lō‘ihi—long, tall
lokomaika‘i—goodhearted, kind
lole—clothes, dress; cloth
luahine, luāhine (pl.)—old woman
lū‘au—taro leaves; Hawaiian party
luna—boss, foreman, manager
lu‘u—to dive
ma—in, on, at
mā—“folks,” “guys,” and friends, and family, and spouse
ma‘a—used to, accustomed, familiar with
ma‘a mau—common, usual, customary
mahalo—to thank, to admire
mahi‘ai—farmer
mai—from; toward the speaker
maiā—from
mai‘a—banana
maika‘i—good
maka—raw
makahiki—year
māka‘i—police officer
makana—present, gift
makani—wind
mākaukau—ready, prepared, skilled, proficient
make—dead; to die
makemake—to want, to desire, to like
mākou—we (3+, exclusive)
makua, mākua (pl.)—parent
makuahine, makuāhine (pl.)—mother

makua kāne, mākua kāne (pl.)—father
māla ‘ai—vegetable garden
ma laila—there
mālama—to care for, to preserve, to take care
māla pua—flower garden
mālie—quiet, calm
māluhiluhi—tired
māmā—mom, mother, mama
mana‘o—idea, thought, opinion; to think
manawa—time
manu—bird
ma‘ō—over there
mau—continually, always, still; plural marker
māua—we (2, exclusive)
me—with
mea—thing, person
mea ‘ai—food
mea inu—beverage
mea‘ono—cake, dessert, goodies
minamina—pity, regrettable
moa—chicken
moe—to lie down, recline
mokulele—airplane
mokupuni—island
moloā—lazy
momona—fat, sweet, fertile
mo‘o—gecko, lizard
mo‘opuna—grandchild
muli loa—youngest child in a family
mu‘umu‘u—Hawaiian dress
nā—the (pl.)
na‘aukake—sausage
nānā—to watch, to look at
nani—pretty
ne‘e—to move (not with object)
nehinei—yesterday
nīnau—question; to ask a question
no—for
nō—indeed; emphatic marker
noho—chair; to sit, to live, to stay
nō ho‘i—also, indeed
nohona—life, lifestyle, living
no ka mea—because (followed by sentence)
no laila—therefore
nuha—sulky, sullen
nui—big, large, great, many, plentiful; size, amount
o—belonging to
‘o—nominative marker
‘oe—you (sing.)
‘ohana—family
‘oia—really, true
‘o ia—he, she
ola—life; to be alive
ola kino—health
‘ōlelo—to speak, to say; language
‘ōlelo Hawai‘i—Hawaiian language; to speak Hawaiian
‘olua—you (2)
‘olu‘olu—kind, pleasant, cool, comfortable, nice, charming
‘ōma‘ima‘i—sick
ona—his, her
one—sand
‘ono—delicious; to crave
‘opihi—limpet (shellfish)
‘ōpū—stomach
ou—your
o‘u—my
‘oukou—you (3+)
pā—plate (ke); to blow (as the wind); yard (ka)
pa‘akai—salt
pā‘ani—to play
paha—maybe, perhaps
pahu hau—refrigerator, ice box
pā‘ina—party

pākaukau—table
Pākē—Chinese
palaoa—bread, flour
palaoa palai—pancake
pali—cliff
pane—answer, reply; to answer
papa—class
pāpā—dad, father, papa
papa ʻeleʻele—blackboard
papa heʻenalu—surfboard
pau—finished, done
pehea—how (only in questions)
pēlā—like that
pelena—cracker
pelena poepoe—saloon pilot cracker
peni—pen
penikala—pencil
pepa—paper
pia—beer
piha—full
pilikia—trouble, problem
pinepine—often
pipi—beef, cattle
pipiʻi—expensive
pipi kaula—jerked beef
pō—night
Pōʻahā—Thursday
Pōʻakahi—Monday
Pōʻakolu—Wednesday
Pōʻalima—Friday
Pōʻalua—Tuesday
Pōʻaono—Saturday
pōhaku—rock, stone
poi—pounded cooked taro
poke—to cut in small pieces
pololei—correct, straight
pōmaikaʻi—blessed, lucky
pono—righteous, proper, correct
ponoʻī—one's own, personal, private
pōpoki—cat
pū—together
pua—flower
puaʻa—pig
puka—to graduate, to emerge; perforation, hole
puke—book
Pukikī—Portuguese
pule—week; prayer, to pray
pūʻolo—bundle, package
tsā!—exclamation of disgust
tūtū—grandparent
tūtū kāne, tūtū pā—grandfather
tūtū wahine, tūtū mā—grandmother
ua—completed action, achieved state; rain
ʻuala—sweet potato
uʻi—beautiful, handsome (people)
uila—electricity; lightning
ʻulaʻula—red
ʻulu—breadfruit
ʻumikūmākahi—eleven
wā—time
wahi—place (not with ka)
wahine, wāhine (pl.)—woman, female, wife, girlfriend
wai—water (not salt water); who (only in questions)
waihoʻoluʻu—color
waiwai—wealthy, wealth
wale nō—only, just
wāwae—foot, leg
wela—hot
wīwī—thin

Hawaiian Idioms and Phrases: Ha‘awina 1–12

A hui hou.—Goodbye.
A hui hou aku nō.—Goodbye indeed (in reply).
Aloha ‘ino!—Too bad! What a pity!
‘Ā ‘oia.—That’s it. That’s right. Right on.
‘A‘ole anei?—Isn’t that so?
‘a‘ole hiki—can’t; impossible
‘A‘ole pilikia.—You’re welcome. (lit., no trouble)
A ‘o ‘oe?—And you?
Auē ka nani!—Oh how beautiful!
Auē nō ho‘i ē!—For goodness sake! Oh my goodness!
E aha ana ‘oe?—What are you doing?
E aloha aku ‘oe iā Loke.—Say hi to Loke (for me). Give Loke my regards.
e, e, e—yes, yes
Eia a‘e X.—Here comes X.
E kala mai (ia‘u).—Excuse (me).
E komo mai!—Come in!
E mālama pono (‘oe i kou kino).—Take care (of your body).
E ‘olu‘olu ‘oe.—Please.
He aha kou pilikia?—What’s your problem?
Hiki nō.—Okay. It’s possible.
Hū ka X!—Wow, how X!
Ikaika ka iwi. Ikaika nā iwi.—The bones are strong (good health in old folks).
inā pēlā—if that’s the case; if it’s like that; if that’s so
ka lā apau—all day
kēia lā—today
kēia manawa—now, nowadays
kēia mau lā—these days, nowadays
kēia X a‘e—next X

kēlā me kēia mea—this and that; everything
kēlā me kēia X, kēlā X kēia X—every X
ku‘u wā kamali‘i—my childhood (small-kid days)
Mahalo nui loa.—Thanks very much.
ma hope iho—afterwards, later
Mai e ‘ai!—Come and eat!
mea‘ono i‘a Kepanī—Japanese fishcake
Me ‘oe pū.—Same to you.
noho mālie—to sit still; to be quiet
no ka mea—because (followed by complete sentence)
No ke aha (mai)?—Why?
‘O au pū.—Me too.
‘Oiai‘o nō?—Is that really so?
‘Oia paha.—That might be true. Maybe so.
‘O ‘oe pū.—You too.
‘O wai kou inoa?—What (lit., who) is your name?
Pehea lā?—How about it? And what?
Pēlā paha—it might be like that; maybe that’s how it is

Hawaiian Vocabulary: Haʻawina 1–24

The definitions given here are generally limited to those used in this text. For other meanings and more information, see Pukui and Elbert, *Hawaiian Dictionary,* 1986.

a—and (with verbs and sentences; belonging to)
ʻae—yes, to agree, to lend, to permit
aʻe—upward, sideways
aha—what (only in questions)
ahahana!—shame!
āhea—when (future, questions)
ahi—fire
ahiahi—evening
a hiki i—until
ʻai—to eat, food
aia—there is, there are
ʻaihue—to steal; thief
ʻaina—meal
ʻāina—land
ʻaina ahiahi—dinner
ʻaina awakea—lunch, brunch
ʻāina ʻē—foreign country, distant land
ʻāina hānau—birthplace
ʻāina hoʻopulapula—homestead land
ʻaina kakahiaka—breakfast
akā—but
ʻakaʻaka—to laugh
ʻākala—pink
akamai—smart; wisdom
ʻākau—right (direction); north
ʻako—to break or pluck, as flowers
aku—away from the speaker
akua—god
ala—path, way; to be awake, to arise, to wake up
ʻālani—orange
ala nui—street, road
ʻalo—to dodge, evade, avoid
aloha—love, hello, goodbye
a me—and (with nouns)
āna—his, her
ʻanakala—uncle
ʻanakē—aunty
ʻaneʻi—here (with ma or i)
ʻano—kind (type), sort; rather, somewhat
ʻānō—right away, immediately, now
ʻano ʻē—strange, unusual, weird, different
anu—cold, a cold
ao—day (daylight hours)
aʻo—to learn or teach
aʻo aku—to teach
ʻaoʻao—side, page
ʻaʻohe—none, not any

ʻaʻole—no
aʻo mai—to learn
apau—all, entire, whole
ʻapōpō—tomorrow
au—I
āu—your
aʻu—me (with prepositions); my
ʻauʻau—to bathe, to swim
ʻauʻau kai—to swim in the ocean
ʻauinalā—afternoon
aumoe—midnight hours; late night
awakea—midday
ʻawapuhi—ginger
ʻāwīwī—quickly, fast, swift
e—imperative marker; vocative marker; by (agent marker with passive ʻia only)
ʻē—already, beforehand, previously
ʻē aʻe—other, another, different, else (someone or something)
ʻeha—sore, hurt
ʻehā—four
ʻehiku—seven
eia—here is
e ia nei—you! you there! (affectionate, friendly greeting, often pronounced e nei)
ʻeiwa—nine
ʻekahi—one (only in counting)
ʻeke—bag, purse (ke)
ʻeke kua—backpack
ʻekolu—three
ʻeleʻele—black
ʻelemakule, ʻelemākule (pl.)—old (of males), old man
ʻeli—to dig
ʻelima—five
ʻelua—two
emi—cheap, reasonable, decreasing
enenue, nenue—chub or pilot fish
ʻeono—six
e verb ana—incomplete action markers
ʻewalu—eight
hāʻawi—to give
haʻawina—lesson, assignment, homework
hāhā—to grope, feel with the hands
haʻi—to tell
hala kahiki—pineapple
hale—house, building
hale ʻaina—restaurant, cafeteria
hale noho haumana—dormitory
hale pule—church (building)
hāmama—to be open
hana—work, activity; to work, to do
hānai—to feed, adopt, assume primary responsibility for
hana ʻino—to abuse, mistreat, do evil, torment, pick on, make fun of
hānau—to give birth
hānau hope—younger
hānau mua—older
haneli—hundred
haole—white person, English, American, foreign
hapa—part
hāpai—to carry, to be pregnant
hapanui—most, majority
haumana—student
hauʻoli—happy
haupia—coconut pudding
he—a, an
hea—where, what (only in questions)
heʻe—octopus
heʻenalu—to surf
hēʻī—papaya
hele—to go
hele mai—to come
hele wāwae—to walk

helu—to count; number, size
heluhelu—to read
helu kelepona—telephone number
hema—left (direction); south
hemahema—awkward, clumsy, ill prepared, unskilled
hiamoe—sleep; to sleep
hiki—to arrive; possible
hilahila—ashamed, embarrassed
hīmeni—to sing; song, hymn
hinahina—gray
hoa aloha—friend
hoahānau—cousin
hoa noho—roommate, neighbor
ho‘ā‘o—to try
hō‘au‘au—to bathe (with object)
hoe—to paddle; paddle
hohono—to have an odor (not sweet)
ho‘i—to return, come back, go back
hoihoi—interested, excited, turned on
ho‘iho‘i—to return something
hō‘ike—exam, to show, demonstrate
hoka—to lose out, serve you right!
hola—hour
holoholo—to go out (for fun)
holoi—to wash
home—home
ho‘ohele—to cause to go, to start (as a car)
ho‘ohenehene—to tease
ho‘okahi—one (quantity)
ho‘okani pila—to play music
ho‘okano—proud, conceited
ho‘oku‘u—to park (as a car); to dismiss
ho‘olimalima—to rent
ho‘olohe—to listen
ho‘oluhi—to bother, disturb, trouble, inconvenience; burdensome, demanding, inconvenient
ho‘olu‘olu—to soothe, to make comfortable, to ease
ho‘oma‘ama‘a—to practice, to get used to
ho‘omaka—to begin
ho‘omākaukau—to prepare
ho‘onanea—to relax, to kick back, to mellow out
ho‘onāukiuki—to annoy; annoying, irritating
ho‘onoho—to set (as a table)
ho‘opa‘a—to reserve, fasten, record, make fast
ho‘opa‘a ha‘awina—to study assignments (no objects!)
ho‘opau—to waste; to finish
ho‘opaumanawa—to waste time
ho‘opiha—to fill
ho‘oponopono—to fix, to set straight, to clean, to correct
ho‘ouna—to send
hope—behind, back, after, later, last (final)
hopena—result, consequence, outcome
hopena pule—weekend
hou—new, again
hū!—wow!
hua ‘ai—fruit
huahelu—number, size
hua makekemia—macademia nut
hua moa—egg
hua ‘ōlelo—word
huhū—angry, mad
hui—company, group, association, club; to meet
hūi—halloo; hey there
hulu—feather, body hair

hūnā—to hide (with object)
hūpō—stupid
i—in, on, at; object marker; to, toward
ia—he, she, it; this or that aforementioned
iā—object marker; to, toward
iʻa—fish
ʻia—passiver marker
iaʻu—me, to me
i hea—where (only in questions)
iho—downward; to descend
ikaika—strong
ʻike—to see, to know, to meet
ʻike maka—eyesight, eye witness
i laila—there
ʻīlio—dog
ʻimi—to seek, to look for
inā—if
ināhea—when (past tense, questions)
inamona—roasted pounded kukui nut
inoa—name
inu—to drink
ʻiole—rat, mouse
ipo—sweetheart, lover, boyfriend, girlfriend
ipu—container, cup, dish
iwakālua—twenty
iwi—bone
ka—the
kā—belonging to
kaʻa—car
kaʻa lawe ʻohua—bus
kāhea—to call out
kahi—the place (no determiner)
kahi ʻē—distant place; somewhere else
kahiko—old
kahua mokulele, kahua hoʻolulu mokulele—airport
kahuhipa—shepherd
kahuna pule, kāhuna (pl.)—minister, priest
kai—sea, seaward
kaikaina—younger sibling of the same sex
kaikamahine, kaikamāhine (pl.)—girl, daughter
kaikuaʻana—older sibling of the same sex
kaikuahine, kaikuāhine (pl.)—sister of a male
kaikunāne—brother of a female
kakahiaka—morning
kakahiaka nui—early morning
kākau—to write
kākou—we (3+, inclusive)
kālā—dollar, money
kalaiwa—to drive
kalaka—truck
kālani—gallon
kali—to wait for
kālua—to steam in underground oven
kāmaʻa—shoe
kamaʻāina—acquainted, familiar with; native-born
kamaliʻi—child
kāmano lomi—lomi salmon
kāna—his, her
kanaka, kānaka (pl.)—person
kanakolu—thirty
kāne—man, male, husband
kanu—to plant
kaona—town
kapa—to name, to call (give a name)
Kapalakiko—San Francisco
kāpiki—cabbage
kapu—reserved, forbidden
kapuahi—stove
kau—to place, to put; season, semester
kāu—your

ka‘u—my
kāua—we (2, inclusive)
kauka—doctor
kaukani—thousand
kaula‘i—to dry (with heat, as in the sun); to hang out to dry
kaulana—famous
kaumaha—sad, heavy
kau wela—summer
kāwele—towel, napkin
ke—the; verb marker (after hiki); whenever, if
ke‘ena—office
kēia—this
keiki—child
keiki kāne—boy, son
keiki kāne hanauna—nephew
kekahi—a, another, one, certain, other
kēlā—that (distant)
kele—jelly, jam
kelepona—telephone, to telephone
kēnā—that (near)
ke‘oke‘o—white
Kepanī—Japanese
ke verb nei—present tense marker
kī—key; tea
kī‘aha—glass (container)
ki‘i—picture, photo, doll, statue, any image; to fetch
ki‘i‘oni‘oni—movies
kikiki—ticket
kikowaena kū‘ai—shopping center
kino—body
ki‘o—to excrete, have a bowel movement
kipa—visit
kīwī—TV
ko—belonging to
koena—leftovers, remainder
koiū—shoyu
koke—quickly, immediately
kokoke—close, near (in time and space); nearly, almost (precedes verb)
koko‘olau—Hawaiian herb
kōkua—help; to help
Kōlea—Korean
kolohe—rascal, mischievous
komo—to enter; to put on
kona—his, her
kono—to invite
kopa—soap
kōpa‘a—sugar
kope—coffee; copy
kou—your
ko‘u—my
kū—to stand, to park, to soak
kua—back
kū‘ai—to exchange, to sell
kū‘ai aku—to sell
kū‘ai mai—to buy
kuawa—guava
kuene—waiter
ku‘i ‘opihi—to gather ‘opihi
kūkae—excrement, dung
kuke—to cook
kukui uila—electric light
kula—school
kula nui—university
kulolo—taro/coconut pudding
kumu—teacher; tree; reason, source
kumu lā‘au—tree
kupu—shoot (of plant)
kupuna, kūpuna (pl.)—grandparent
kupuna kāne, kūpuna kāne (pl.)—grandfather
kupuna wahine, kupunahine, kūpunahine (pl.)—grandmother
ku‘u—my (affectionate)

lā—sun, day
lā‘au—plant, bush
lā hānau—birthday
laiki—rice
laki—lucky
lākou—they (3+)
lālau—to grab, hold onto, reach for
lalo—below, under
Lāpule—Sunday
lāua—they (2)
lauhala—pandanus leaf
lawa—enough
lawai‘a—fisherman; to fish
lawe—to bring or take
lawe aku—to take
lawe mai—to bring
leho—cowrie
leka—letter
leo—voice
lepo—dirt, ground
li‘ili‘i—small
like—alike, like, similar
lilo—gone, lost, taken, relinquished to, passed into possession of; absorbed, occupied, engrossed; to become, turn into (without ke or ka)
lima—hand
limu kohu—highly prized pink or dark red seaweed
lio—horse
lipine—tape, ribbon
loa—very
loa‘a—to be gotten, to be received
lohe—to hear
lō‘ihi—long, tall
lōio—lawyer
loko—inside
lokomaika‘i—good-hearted, kind
lole—clothes, dress, cloth
lole wāwae—pants, trousers
lomi—to massage
lua—toilet; hole
luahine, luāhine (pl.)—old woman
lū‘au—taro leaves; Hawaiian party
lūhe‘e—octopus lure
lumi—room
luna—boss, foreman, manager; above, on top of
lu‘u—to dive
ma—in, on, at
mā—“folks,” “guys,” and friends, and family, and spouse
ma‘a—used to, accustomed, familiar with
ma‘a mau—common, usual, customary
mahalo—to thank, to admire
mahi‘ai—farmer
mahina—month, moon
mai—from; toward the speaker; don’t (command)
maiā—from
mai‘a—banana
maika‘i—good
maka—green (not ripe); raw; eye, face
makahiki—year
māka‘i—police officer
makamaka hou—fresh, as fish
makana—present, gift
makani—wind
makapō—blind
maka‘u—afraid of, frightened
mākaukau—ready, prepared, skilled, proficient
make—dead; to die
makeke—market
makemake—to want, to desire, to like

mākou—we (3+, exclusive)
makua, mākua (pl.)—parent
makuahine, makuāhine (pl.)—mother
makua kāne, mākua kāne (pl.)—father
māla ʻai—vegetable garden
ma laila—there
mālama—to care for, to preserve, to take care
māla pua—flower garden
mālie—quiet, calm
malo—loincloth
maloʻo—dried, dry
māluhiluhi—tired
māmā—mom, mother, mama
māmā kahu—minister's wife
manakō—mango
manaʻo—idea, thought, opinion; to think
manawa—time
maneʻo—itchy
manō—shark
manu—bird
maʻō—over there
maopopo—understandable, known
mau—continually, always, still; plural marker
māua—we (2, exclusive)
me—with
mea—thing, person
mea ʻai—food
mea hoʻokani pila—musician
mea inu—beverage
mea kanu—crops
mea nui—important, main thing
meaʻono—cake, dessert, goodies
melemele—yellow
minamina—pity, regrettable
moa—chicken
moʻa—cooked
moe—to lie down, recline
mokulele—airplane
mokupuni—island
moloā—lazy
momona—fat, sweet, fertile
moʻo—gecko, lizard
moʻolelo—story
moʻopuna—grandchild
mua—before, in front of, first, previous
muli loa—youngest child
muʻumuʻu—Hawaiian dress
na—for
nā—the (pl.)
naʻau—intestines, guts (fig., mind, heart, affections)
naʻaukake—sausage
naʻau palupalu—soft-hearted
naʻe—nevertheless
nahu—to bite, a bite
nalowale—to disappear
nāna—for him, for her, his, hers
nānā—to watch, to look at
nanea—relaxed, absorbed, engrossed, mellow
nani—pretty
nāu—for you, yours
naʻu—for me, mine
neʻe—to move (not with object)
nehinei—yesterday
nīele—nosy, inquisitive; to pry, to ask unseemly questions
nīnau—question; to ask a question
no—for
nō—indeed
noho—chair; to sit, to live, to stay
nō hoʻi—also, indeed
nohona—life, life-style, living
noi—to request, ask for
no ka mea—because (followed by sentence)
no laila—therefore

nona—for him, for her, his, hers
nou—for you, yours
noʻu—for me, mine
nuha—sulky, sullen, salty, (slang)
nūhou—news
nui—big, large, great, many, plentiful; size, amount
nūpepa—newspaper
o—belonging to
ʻo—nominative marker
ʻō—fork
ʻoe—you (sing.)
ʻohana—family
ʻoi—to excel, protrude, stick out
ʻoia—really, true
ʻo ia—he, she
ʻoihana—job, profession, role
ola—life; to be alive
ola kino—health
ʻole—not, -less, un-; zero
ʻōlelo—to speak, to say; language
ʻōlelo haole—English; to speak English
ʻōlelo Hawaiʻi—Hawaiian language; to speak Hawaiian
ʻōlelo noʻeau—proverb, saying
ʻolua—you (2)
ʻoluʻolu—kind, pleasant, cool, comfortable, nice, charming
ʻōmaʻimaʻi—sick
ʻōmaʻomaʻo—green
ona—his, her
one—sand
ʻono—delicious; to crave
ʻopihi—limpet (shellfish)
ʻōpiopio—youth, youngster, juvenile
ʻōpū—stomach
ou—your
oʻu—my
ʻoukou—you (3+)
pā—plate (ke); to blow (as the wind); yard (ka)
paʻa—stuck, closed; to be shut
paʻakai—salt
pāʻani—to play
paha—maybe, perhaps
pahi—knife
pahu hau—refrigerator, ice box
pāʻina—party
pākahi—one by one, one at a time, singly, individually, each
pākaukau—table
Pākē—Chinese
pākini—basin, tub
Pakipika—Pacific
palaoa—bread, flour
palaoa palai—pancake
palai—to fry
palaunu—brown
pali—cliff
pālule—shirt, blouse
palupalu—soft, tender
pane—answer, reply; to answer
pani—to close, to shut, to turn off
papa—class
pāpā—dad, father, papa
papa ʻeleʻele—blackboard
papa heʻenalu—surfboard
pāpale—hat
Papa Ola—Board of Health
pau—finished, done
peʻe—to hide oneself (no object)
pehea—how (only in questions)
pēlā—like that
pelena—cracker
pelena poepoe—saloon pilot cracker
peni—pen
penikala—pencil
pepa—paper
pia—beer

piha—full; entirely; pure (as in "pure Hawaiian")
pīhoihoi—worried, excited, anxious, astonished
pi‘i—to climb up
pīkake—jasmine; peacock
pila—bill (document)
pilikia—trouble, problem
pinepine—often
pipi—beef, cattle
pipi‘i—expensive
pipi kaula—jerked beef
pō—night
Pō‘ahā—Thursday
Pō‘akahi—Monday
Pō‘akolu—Wednesday
Pō‘alima—Friday
Pō‘alua—Tuesday
Pō‘aono—Saturday
po‘e—people
pōhaku—rock, stone
poi—pounded cooked taro
poina—to forget
poke—to cut in small pieces
pololei—correct, straight
pōloli—hungry
polū—blue
pōmaika‘i—blessed, lucky
poni—purple
pono—righteous, proper, correct
pono‘ī—one's own, personal, private
po‘o—(ke) head
pōpoki—cat
pū—together
pua—flower
pua‘a—pig
puka—to graduate, to emerge, come out; perforation, hole; door
puka aniani—window
puke—book
Pukikī—Portuguese
pule—prayer, to pray; week
pūlehu—to broil, usually vegetables
puna—(ke) spoon
pū‘olo—bundle, package
pūpū—snack
pupuka—ugly
pūpule—crazy
selamoku—denim (from "sailor ship")
tsā!—exclamation of disgust
tūtū—grandparent
tūtū kāne, tūtū pā—grandfather
tūtū wahine, tūtū mā—grandmother
ua—completed action, achieved state; rain
uahi—smoke
‘uala—sweet potato
uē—to cry, lament
u‘i—beautiful, handsome (people)
uila—electricity
uka—inland
uku—payment, reward
‘uku—flea
‘ula‘ula—red
uliuli—dark color
ulu—to grow
‘ulu—breadfruit
‘umikūmākahi—eleven
wā—time
wa‘a—canoe
waena—between
wahi—place (not with ka)
wahine, wāhine (pl.)—woman, female, wife, girlfriend
waho—outside
wai—water (not salt water); who (only in questions)
waiho—to leave something, to deposit
waiho‘olu‘u—color

wai hua‘ai—fruit juice
wailele—waterfall
waiū—milk
waiwai—wealthy, wealth
wale nō—only, just
wāwae—foot, leg
wehe—to open
wehewehe—to explain
wela—hot
wīneka—vinegar
wīwī—thin

Hawaiian Idioms and Phrases: Ha‘awina 1–24

‘a‘a i ka hula; waiho i ka hilahila i ka hale—dare to dance; leave shyness at home
A hui hou.—Goodbye.
A hui hou aku nō. Goodbye indeed (in reply)
aia aku aia mai—occasionally, now and then
Aia nō (ia) iā ‘oe.—(It's) up to you. Whatever you want to do.
Aloha ‘ino!—Too bad! What a pity!
‘Ā ‘oia.—That's it. That's right. Right on.
‘A‘ole anei?—Isn't that so?
‘a‘ole hiki—can't; impossible
‘A‘ole hiki ke ‘alo a‘e.—It can't be helped.
‘A‘ole pilikia.—You're welcome. (lit., no trouble)
A ‘o ‘oe?—And you?
Auē ka nani!—Oh how beautiful!
Auē nō ho‘i ē!—For goodness sake! Oh my goodness!
e, e, e—yes, yes
E aha ana ‘oe?—What are you doing?
e ‘ai i ka mea i loa‘a—eat what is available (fig., be satisfied with what you have)
E aloha aku ‘oe iā Loke.—Say hi to Loke (for me). Give Loke my regards.
E hele aku ‘oe i kahi ‘ē!—Get out of here!
Eie a‘e X.—Here comes X.
eia kekahi—besides, furthermore, in addition
E kala mai (ia‘u).—Excuse (me).
E komo mai!—Come in!
E mālama pono (‘oe i kou kino).—Take care (of your body).
E ‘olu‘olu ‘oe.—Please.
e pili ana—about, concerning (followed by object marker)
hana ma‘a mau—common practice, common occurrence

hapahā hola ʻekolu—2:45
hapahā i hala ka hola ʻelua—2:15
hapalua hola ʻelua—2:30
He aha kou pilikia?—What's your problem?
He mea ʻole.—It doesn't matter; never mind; it's of no importance; it's nothing (in reply to "mahalo").
Hiki iaʻu ke hoʻoluhi iā ʻoe?—May I trouble you?
Hiki nō.—Okay. It's possible.
Hoʻi i ka hiamoe.—Go to sleep.
Hola ʻehia kēia?—What time is it?
hola ʻelua—2:00
Hoʻonoho i ka pākaukau.—Set the table.
hope loa—last, final
Hū ka X!—Wow, how X!
Ikaika ka iwi. Ikaika nā iwi.—The bones are strong (good health in old folks).
i kekahi lā—one day . . .
i kekahi manawa—once upon a time, at one time (once)
inā pēlā—if that's the case; if it's like that; if that's so
i nehinei a ia lā aku—day before yesterday
iwakālua minuke i hala ka hola ʻelua—2:20
iwakālua minuke ma hope o ka hola ʻelua—2:20
ka lā apau—all day
ka lā ʻapōpō a ia lā aku—day after tomorrow
ka pō me ke ao—night and day (all the time)
ka pō nei—last night
kēia lā—today
kēia manawa—now, nowadays
kēia mau lā—these days, nowadays
kēia X aʻe—next X: keia mahina aʻe—next month
kēia X aʻe a ia X aku—X after next: kēia pule aʻe a ia pule aku—week after next
kekahi i kekahi—each other, one another
kekahi . . . kekahi—one . . . the other
kekahi lā—one day
kekahi manawa—once, at one time, once upon a time
kekahi mau X—some X (countable nouns only)
kekahi X ʻē aʻe—another X
kēlā me kēia mea—this and that; everything
kēlā me kēia X, kēlā X kēia X—every X
kēlā X aku nei—last X: kēlā makahiki aku nei—last year
kēlā X aku nei a ia X aku—X before last: kēlā pule aku nei a ia pule aku—week before last

ku‘u wā kamali‘i—my childhood (small-kid days)
Mahalo nui loa.—Thanks very much.
ma hope iho—afterwards, later
Mai e ‘ai!—Come and eat!
mai kēlā manawa mai—from that time on; since then; ever since
Mai wahapa‘a mai ‘oe ia‘u.—Don’t argue with me.
mea‘ono i‘a Kepanī—Japanese fishcake
Me ‘oe pū.—Same to you.
na‘u e uku—I’ll pay; my treat
nehinei a ia lā aku—day before yesterday
noho mālie—to sit still; to be quiet
no ka mea—because (followed by complete sentence)
No ke aha (mai)?—Why?
No‘u ka hau‘oli.—You’re welcome. (lit., the pleasure is mine)
‘O au iho nō me ke aloha—I am, with regards (letter closing)
‘O au pū.—Me too.
‘Oiai‘o nō?—Is that really so?
‘O ia ka mea nui.—That’s the main thing. That’s what’s important.
‘Oia paha.—That might be true. Maybe so.
‘o mākou pū—us too
‘o ‘oe pū—you too
‘O wai kou inoa?—What (lit., who) is your name?
Pehea lā?—How about it? And what?
pēlā paha—it might be like that; maybe that’s how it is
Ua lilo ko‘u no‘ono‘o i kahi ‘ē.—I wasn’t paying attention. (lit., my mind was elsewhere)
‘umi minuke ma mua o ka hola ‘ekolu—2:50
X minuke i hala ka hola ‘elua—X minutes past 2
X minuke ma hope o ka hola ‘elua—X minutes past 2
X minuke ma mua o ka hola ‘ekolu—X minutes before 3

English Vocabulary: Haʻawina 1–24

The Hawaiian equivalents provided here are limited to those used in this text. For more information, see Pukui and Elbert, *Hawaiian Dictionary,* 1986.

a, an—he, kekahi
above—luna
absorbed—lilo, nanea
abuse—hana ʻino
accustomed—maʻa
acquainted—kamaʻāina
activity—hana
admire—mahalo
adopt—hānai
afraid—makaʻu
after—hope
afternoon—ʻauinalā
again—hou
agree—ʻae
airplane—mokulele
airport—kahua mokulele
alike—like
alive—ola
all—apau
already—ʻē
also—nō hoʻi
always—mau
American—haole
amount—nui
and—a, a me (with nouns)
angry—huhū
annoy—hoʻonāukiuki
another—ʻē aʻe, kekahi
answer—pane
anxious—pīhoihoi
arrive—hiki
ashamed—hilahila
ask for—noi
assignment—haʻawina
association—hui
astonished—pīhoihoi
at—i, ma
aunty—ʻanakē
avoid—ʻalo
awake, arise—ala
away from speaker—aku
awkward—hemahema
back—kua, hope (location)
backpack—ʻeke kua
bag—ʻeke
banana—maiʻa
basin—pākini
bathe—ʻauʻau, hōʻauʻau (someone else)
beautiful—uʻi (people)
because—no ka mea
become—lilo
beef—pipi
beer—pia

before—mua
beforehand—ʻē
begin—hoʻomaka
behind—hope
belonging to—a, o, kā, ko
below—lalo
between—waena
beverage—mea inu
big—nui
bill—pila
bird—manu
birthday—lā hānau
birthplace—ʻāina hānau
bite—nahu
black—ʻeleʻele
blackboard—papa ʻeleʻele
blessed—pōmaikaʻi
blind—makapō
blouse—pālule
blow—pā
blue—polū
Board of Health—Papa Ola
body—kino
bone—iwi
book—puke
born—hānau ʻia
boss—luna
bother—hoʻoluhi
boy—keiki kāne
boyfriend—ipo
bread—palaoa
breadfruit—ʻulu
break—ʻako
breakfast—ʻaina kakahiaka
bring—lawe, lawe mai
broil—pūlehu
brother—kaikunāne (of a female)
brown—palaunu
brunch—ʻaina awakea
building—hale
bundle—pūʻolo
bus—kaʻa lawe ʻohua
bush—lāʻau
but—akā
buy—kūʻai, kūʻai mai
by—e (with passive ʻia)
cabbage—kāpiki
cafeteria—hale ʻaina
cake—meaʻono
call out—kāhea
calm—mālie
can—hiki (lit., possible)
canoe—waʻa
car—kaʻa
care for—mālama
carry—hāpai
cat—pōpoki
cattle—pipi
certain—kekahi
chair—noho
charming—ʻoluʻolu
cheap—emi
chicken—moa
child—kamaliʻi, keiki
Chinese—Pākē
church (building)—hale pule
class—papa
clean—hoʻoponopono
cliff—pali
climb up—piʻi
close—kokoke (in time and space)
close—pani (to shut)
closed—paʻa
cloth—lole
clothes—lole
club—hui
clumsy—hemahema
coconut pudding—haupia
coconut/taro pudding—kūlolo
coffee—kope
cold—anu
color—waihoʻoluʻu
come—hele mai
come back—hoʻi

come out—puka
comfortable—ʻoluʻolu
common—maʻa mau
company—hui
completed action—ua
conceited—hoʻokano
consequence—hopena
container—ipu
continually—mau
cook—kuke
cooked—moʻa
cool—ʻoluʻolu
copy—kope
correct—hoʻoponopono, pololei, pono
count—helu
cousin—hoahānau
cowrie—leho
cracker—pelena
crave—ʻono
crazy—pūpule
crops—mea kanu
cry—uē
cup—ipu
customary—maʻa mau
cut (in small pieces)—poke
dad—pāpā
dark color—uliuli
daughter—kaikamahine
day—ao (daylight hours), lā
dead—make
decreasing—emi
defecate—kiʻo
delicious—ʻono
demonstrate—hōʻike
denim—selamoku
deposit—waiho
desire—makemake
dessert—meaʻono
die—make
different—ʻano ʻē, ʻē aʻe
dig—ʻeli
dinner—ʻaina ahiahi
dirt—lepo
disappear—nalowale
disappointment—hoka
disgusting—tsā (exclamation)
dish—ipu
dismiss—hoʻokuʻu
distant land—ʻāina ʻē
district—moku
dive—luʻu
do—hana
doctor—kauka
dodge—ʻalo
dog—ʻīlio
doll—kiʻi
dollar—kālā
done—pau
don't (command)—mai
door—puka
dormitory—hale noho haumana
downward—iho
dress—lole, muʻumuʻu
dried—maloʻo
drink—inu
drive—kalaiwa
dry—kaulaʻi (verb), maloʻo (condition)
dung—kūkae
each—pākahi
early morning—kakahiaka nui
eat—ʻai
egg—hua moa
eight—ʻewalu
electricity—uila
electric light—kukui uila
eleven—ʻumikūmākahi
else—ʻē aʻe (someone or something else)
embarrassed—hilahila
emerge—puka
English—haole, ʻōlelo haole (language)
enough—lawa
enter—komo

entirely—piha
evening—ahiahi
exam—hō‘ike
excel—‘oi
exchange—kū‘ai
excited—hoihoi, pīhoihoi
excrement—kūkae
excrete—ki‘o
expensive—pipi‘i
explain—wehewehe
eye—maka
eyesight—‘ike maka
eye witness—‘ike maka
face—maka
familiar with—kama‘āina, ma‘a
family—‘ohana
famous—kaulana
farmer—mahi‘ai
fast—‘āwīwī
fasten—ho‘opa‘a
fat—momona
father—makua kāne, pāpā
feather—hulu
feed—hānai
feel (with hands)—hāhā
female—wahine
fertile—momona
fill—ho‘opiha
finish—ho‘opau
finished—pau
fire—ahi
first—mua
fish—i‘a; lawai‘a (verb)
fish (chub or pilot)—enenue, nenue
fisherman—lawai‘a
five—‘elima
fix—ho‘oponopono
flea—‘uku
flour—palaoa
flower—pua
"folks"—mā
food—‘ai (especially taro), mea ‘ai
foot—wāwae
for—na, no
for her—nāna, nona
for him—nāna, nona
for me—na‘u, no‘u
for you—nāu, nou
forbidden—kapu
foreign—haole
foreign country—‘āina ‘ē
foreman—luna
forget—poina
fork—‘ō
four—‘ehā
fresh (as fish)—makamaka hou
Friday—Pō‘alima
friend—hoa aloha
frightened—maka‘u
from—mai, maiā
front—mua
fruit—hua ‘ai
fruit juice—wai hua ‘ai
fry—palai
full—piha
gallon—kālani
garden—māla ‘ai (vegetable), māla pua (flower)
gather ‘opihi—ku‘i ‘opihi
gecko—mo‘o
gift—makana
ginger—‘awapuhi
girl—kaikamahine
girlfriend—ipo, wahine
give—hā‘awi
give birth—hānau
glass (container)—kī‘aha
go—hele
go back—ho‘i
go out (for fun)—holoholo
god—akua
gone—lilo
good—maika‘i

goodbye—aloha
good-hearted—lokomaikaʻi
goodies—meaʻono
gotten—loaʻa
grab—lālau
graduate—puka
grandchild—moʻopuna
grandfather—kupuna kāne, tūtū kāne, tūtū pā
grandmother—kupuna wahine, tūtū wahine, tūtū mā
grandparent—kupuna, tūtū
gray—hinahina
great—nui
green—maka (not ripe), ʻōmaʻomaʻo (color)
grope—hāhā
ground—lepo
group—hui
grow—ulu
guava—kuawa
guts—naʻau
"guys"—mā
halloo—hūi
hand—lima
handsome—uʻi
hang up (as to dry)—kaulaʻi
happy—hauʻoli
hat—pāpale
Hawaiian language—ʻōlelo Hawaiʻi
he—ʻo ia, ia
head—poʻo
health—ola kino
hear—lohe
heavy—kaumaha
hello—aloha
help—kōkua
her—āna, kāna, kona, ona
herb (type)—kokoʻolau
here—ʻaneʻi
here is—eia
hers—nāna, nona
hey there—hūi
hide—hūnā (something), peʻe (oneself)
his—āna, kāna, kona, nāna, nona, ona
hold on to—lālau
hole—puka, lua
home—home
homestead land—ʻāina hoʻopulapula
homework—haʻawina
horse—lio
hot—wela
hour—hola
house—hale
how—pehea (only in questions)
hundred—haneli
hungry—pōloli
hurt—ʻeha
husband—kāne
hymn—hīmeni
I—au
idea—manaʻo
if—inā, ke
image—kiʻi
immediately—ʻānō
imperative marker—e
important—mea nui
in—i, ma
incomplete action marker—e verb ana
inconvenience—hoʻoluhi
indeed—nō, nō hoʻi
individually—pākahi
inland—uka
inquisitive—nīele
inside—loko
interested—hoihoi
intestines—naʻau
invite—kono
island—mokupuni
it—ia
itchy—maneʻo

jam—kele
Japanese—Kepanī
jasmine—pīkake
jelly—kele
jerked beef—pipi kaula
job—‘oihana
just—wale nō
juvenile—‘ōpiopio
key—kī
kind—lokomaika‘i, ‘olu‘olu
kind (type), sort—‘ano
knife—pahi
know—‘ike
known—maopopo
Korean—Kōlea
kukui nut relish—inamona
land—‘āina
language—‘ōlelo
large—nui
last (final)—hope loa
later—hope
laugh—‘aka‘aka
lawyer—lōio
lazy—moloā
learn—a‘o, a‘o mai
leave something—waiho
left (direction)—hema
leftovers—koena
leg—wāwae
lend—‘ae
less—‘ole
lesson—ha‘awina
letter—leka
lie down—moe
life—nohona, ola
life-style—nohona
like—makemake, like (resemble)
like that—pēlā
limpet—‘opihi
listen—ho‘olohe
live—noho, ola
living—nohona
lizard—mo‘o
loincloth—malo
lomi salmon—kāmano lomi
long—lō‘ihi
look at—nānā
look for—‘imi
lose out—hoka
lost—lilo
love—aloha
lover—ipo
lucky—laki, pōmaika‘i
lunch—‘aina awakea
macadamia nut—hua makekemia
mad—huhū
majority—hapa nui
make—hana
male—kāne
mama—māmā
man—kāne
manager—luna
mango—manakō
many—nui
market—makeke
massage—lomi
maybe—paha
me—a‘u (with prepositions), ia‘u
meal—‘aina
meet—hui, ‘ike (introductions)
mellow—nanea
midday—awakea
midnight—aumoe
milk—waiū
mine—na‘u, no‘u
minister—kahuna pule
minister’s wife—māmā kahu
mischievous—kolohe
mistreat—hana ‘ino
mom—māmā
Monday—Pō‘akahi
money—kālā
month—mahina
moon—mahina

morning—kakahiaka
most—hapa nui
mother—makuahine, māmā
mouse—ʻiole
move—neʻe
movies—kiʻiʻoniʻoni
musician—mea hoʻokani pila
my—aʻu, kaʻu, koʻu, kuʻu (affectionate), oʻu
name—inoa, kapa (verb)
napkin—kāwele
native-born—kamaʻāina
near, nearly—kokoke
neighbor—hoa noho
nephew—keiki kāne hanauna
nevertheless—naʻe
new—hou
news—nūhou
newspaper—nūpepa
nice—ʻoluʻolu
night—pō
nine—ʻeiwa
no—ʻaʻole
none—ʻaʻohe
north—ʻākau
nosy—nīele
not—ʻaʻole, ʻole
now—ʻānō, kēia manawa
number—helu, huahelu
object marker—i, iā
octopus—heʻe
octopus lure—lūheʻe
odor—hohono
of—a, o
office—keʻena
often—pinepine
old—ʻelemakule (of males), kahiko
old man—ʻelemakule
old woman—luahine
older—hānau mua
older sibling, same sex—kaikuaʻana
on—i, ma
one—ʻekahi (counting only), hoʻokahi (quantity), kekahi
one by one—pākahi
only—wale nō
on top of—luna
open—hāmama, wehe
opinion—manaʻo
orange—ʻālani
other—ʻē aʻe, kekahi
outcome—hopena
over there—maʻō
own—ponoʻī
Pacific—Pakipika
package—pūʻolo
paddle—hoe
page—ʻaoʻao
pancake—palaoa palai
pandanus leaf—lauhala
pants—lole wāwae
papa—pāpā
papaya—hēʻī
paper—pepa
parent—makua
park—hoʻokuʻu (as a car), kū
part—hapa
party—pāʻina, lūʻau
passive marker—ʻia
path, way—ala
payment—uku
peacock—pīkake
pen—peni
pencil—penikala
people—poʻe
perforation—puka
perhaps—paha
permit—ʻae
person—kanaka, mea
personal—ponoʻī
photo—kiʻi
pick (as flowers)—ʻako
pick on—hana ʻino
picture—kiʻi

pig—pua‘a
pineapple—hala kahiki
pink—‘ākala
pity—minamina
place—kahi (no determiners), wahi, kau (verb)
plant—kanu (verb), lā‘au
plate—pā (ke)
play—pā‘ani
play music—ho‘okani pila
pleasant—‘olu‘olu
plentiful—nui
police officer—māka‘i
Portuguese—Pukikī
possible—hiki
practice—ho‘oma‘ama‘a
pray—pule
prayer—pule
pregnant—hāpai
prepare—ho‘omākaukau
prepared—mākaukau
present—makana
present tense marker—ke verb nei
preserve—mālama
pretty—nani
previous—mua
priest—kahuna
private—pono‘ī
problem—pilikia
profession—‘oihana
proficient—mākaukau
proper—pono
protrude—‘oi
proverb—‘ōlelo no‘eau
provoke—ho‘onāukiuki
pure—piha (as in "pure Hawaiian")
purple—poni
purse—‘eke
put on—komo
question—nīnau
quickly—‘āwīwī
quiet—mālie
rain—ua
raise—hānai
rascal—kolohe
rat—‘iole
raw—maka
reach for—lālau
read—heluhelu
ready—mākaukau
really—‘oia
reason—kumu
reasonable—emi
received—loa‘a
recline—moe
record—ho‘opa‘a (verb)
red—‘ula‘ula
refrigerator—pahu hau
regret—minamina
relax—ho‘onanea
relaxed—nanea
remainder—koena
rent—ho‘olimalima
request—noi
reserve—ho‘opa‘a
reserved—kapu
restaurant—hale ‘aina
result—hopena
return—ho‘i, ho‘iho‘i (with objects)
reward—uku
ribbon—lipine
rice—laiki
right (direction)—‘ākau
right away—‘ānō
righteous—pono
road—ala nui
rock—pōhaku
role—‘oihana
room—lumi
roommate—hoa noho
sad—kaumaha
saloon pilot cracker—pelena poepoe

salt—pa‘akai
sand—one
San Francisco—Kapalakiko
Saturday—Pō‘aono
sausage—na‘aukake
say—‘ōlelo
saying—‘ōlelo no‘eau
school—kula
sea—kai
season—kau
seaward—kai
seaweed—limu
seaweed (type)—limu kohu
see—‘ike
seek—‘imi
sell—kū‘ai, kū‘ai aku
semester—kau
send—ho‘ouna
serve you right—hoka
set (as a table)—ho‘onoho
set straight—ho‘oponopono
seven—‘ehiku
shame—hilahila
shame!—ahahana
shark—manō
she—‘o ia, ia
shepherd—kahuhipa
shirt—pālule
shoe—kāma‘a
shoot (of plant)—kupu
shopping center—kikowaena kū‘ai
show—hō‘ike
shoyu—koiū
shut—pa‘a, pani (with object)
sick—‘ōma‘ima‘i
side—‘ao‘ao
sideways—a‘e
similar—like
sing—hīmeni
sister (of a male)—kaikuahine
sit—noho
six—‘eono
size—helu, huahelu, nui
skilled—mākaukau
sleep—hiamoe
small—li‘ili‘i
smart—akamai
smoke—uahi
snack—pūpū
soak—kū
soap—kopa
soft—palupalu
soft-hearted—na‘au palupalu
somewhat, rather—‘ano
somewhere else—kahi ‘ē
son—keiki kāne
soothe—hō‘olu‘olu
sore—‘eha
source—kumu
south—hema
speak—‘ōlelo
speak English—‘ōlelo haole
speak Hawaiian—‘ōlelo Hawai‘i
spoon—puna (ke)
stand—kū
start (as a car)—ho‘ohele
statue—ki‘i
stay—noho
steal—‘aihue
steam in underground oven—kālua
stick out—‘oi
still—mālie (calm); mau (ongoing)
stomach—‘ōpū
stone—pōhaku
story—mo‘olelo
stove—kapuahi
straight—pololei
strange, weird—‘ano ‘ē
street—ala nui
strong—ikaika
stuck—pa‘a
student—haumana

study—ho‘opa‘a ha‘awina (no objects)
stupid—hūpō
sugar—kōpa‘a
sulky—nuha
sullen—nuha
summer—kau wela
sun—lā
Sunday—Lāpule
surf—he‘enalu
surfboard—papahe‘enalu
sweet—momona
sweetheart—ipo
sweet potato—‘uala
swim—‘au‘au
swim in the ocean—‘au‘au kai
table—pākaukau
take—lawe, lawe aku
take care—mālama
taken—lilo
tall—lō‘ihi
tape—lipine
taro—kalo, poi (pounded, cooked)
taro leaves—lū‘au
tea—kī
teach—a‘o, a‘o aku
teacher—kumu
tease—ho‘ohenehene
telephone—kelepona
telephone number—helu kelepona
tell—ha‘i
tender—palupalu
thank—mahalo
that—kēlā, kēnā
that aforementioned—ia
the—ka, ke, nā
there—i laila, ma laila
therefore—no laila
there is—aia
they—lākou, lāua
thief—‘aihue
thin—wīwī
thing—mea
think—mana‘o
thirty—kanakolu
this—kēia
this aforementioned—ia
thought—mana‘o
thousand—kaukani
three—‘ekolu
Thursday—Pō‘ahā
ticket—kikiki
time—manawa, wā
tired—māluhiluhi
to—i, ia
together—pū
toilet—lua
tomorrow—‘apōpō
toward—i, ia
toward the speaker—mai
towel—kāwele
town—kaona
tree—kumu, kumu lā‘au
trouble—pilikia
trousers—lole wāwae
truck—kalaka
true—‘oia, ‘oia‘i‘o
try—ho‘ā‘o
tub—pākini
Tuesday—Pō‘alua
turn into—lilo
turn off—pani
TV—kīwī
twenty—iwakālua
two—‘elua
ugly—pupuka
un-—‘ole
uncle—‘anakala
under—lalo
understandable—maopopo
university—kula nui
unskilled—hemahema
until—a hiki i
unusual—‘ano ‘ē

upward—a‘e
used to—ma‘a
usual—ma‘a mau
very—loa
vinegar—wīneka
visit—kipa
vocative marker—e
voice—leo
wait—kali
waiter—kuene
walk—hele wāwae
want—makemake
wash—holoi
waste—ho‘opau
waste time—ho‘opaumanawa
watch—nānā
water—wai
waterfall—wailele
we—kākou, kāua, mākou, māua
wealthy—waiwai
Wednesday—Pō‘akolu
week—pule
weekend—hopena pule
what—aha (only in questions), hea (only in questions)
when—āhea (future, questions), ināhea (past, questions)
whenever—ke
where—hea (only in questions), i hea (only in questions)
white—ke‘oke‘o
white person—haole
who—wai (only in questions)
whole—apau
wind—makani
window—puka aniani
with—me
woman—wahine
word—hua ‘ōlelo
work—hana
worried—pīhoihoi
wow—hū
write—kākau
yard—pā
year—makahiki
yellow—melemele
yes—‘ae
yesterday—nehinei
you—‘oe, ‘olua, ‘oukou
you there!—e ia nei, e nei
younger sibling, same sex—kaikaina
youngest child—muli loa
youngster—‘ōpiopio
your—āu, kāu, kou, ou
yours—nāu, nou
youth—‘ōpiopio
zero—‘ole

English Idioms and Phrases: Ha‘awina 1–24

about, concerning—e pili ana (followed by object marker)
afterwards, later—ma hope iho
all day—ka lā apau
And you?—A ‘o ‘oe?
another X—kekahi X a‘e
because—no ka mea (followed by complete sentences)
besides, furthermore, in addition—eia kekahi
Bones are strong (good health in old folks).—Ikaika ka iwi.
can’t be helped—‘a‘ole hiki ke ‘alo a‘e
Come and eat!—Mai e ‘ai!
Come in!—E komo mai!
common practice, common occurrence—hana ma‘a mau
Dare to dance; leave embarrassment at home.—‘A‘a i ka hula; waiho i ka hilahila i ka hale.
day after tomorrow—ka lā ‘apōpō a ia lā aku
day before yesterday—nehinei a ia lā aku
Don’t argue with me!—Mai wahapa‘a mai ‘oe ia‘u!
each other—kekahi i kekahi
eat what is available—e ‘ai i ka mea loa‘a
every X—kēlā X kēia X, kēlā me kēia X
Excuse me.—E kala mai ia‘u.
final, last—hope loa
for goodness sake, oh my goodness—auē nō ho‘i ē
from that time on, since then—mai kēlā manawa mai
Get out of here!—E hele aku ‘oe i kahi ‘ē!
Give my regards to X.—E aloha aku ‘oe iā X.
Goodbye.—A hui hou. A hui hou aku nō (in reply).
Go to sleep.—Ho‘i i ka hiamoe.
half past X—hapalua hola X
Here comes X.—Eia a‘e X.

How about it? And what?—Pehea lā?
I am, with regards—ʻo au iho nō me ke aloha
if that's the case—inā pēlā
impossible, can't—ʻaʻole hiki
Isn't that so?—ʻAʻole anei?
I wasn't paying attention.—Ua lilo koʻu noʻonoʻo i kahi ʻē.
Japanese fishcake—meaʻono iʻa Kepanī
last night—ka pō nei
last X—kēlā X aku nei
last year—kēlā makahiki aku nei
maybe so, that might be true—ʻoia paha
Maybe that's how it is.—Pēlā paha.
May I trouble you?—Hiki iaʻu ke hoʻoluhi iā ʻoe?
Me too.—ʻO au pū.
My treat, I'll pay.—Naʻu e uku.
never mind, it doesn't matter, it's nothing—he mea ʻole.
next month—kēia mahina aʻe
next X—kēia X aʻe
night and day (all the time)—ka pō me ke ao
now and then, occasionally—aia aku aia mai
now, nowadays—kēia manawa, kēia mau lā
Oh how beautiful!—Auē ka nani!
Okay; it's possible.—Hiki nō.
once, once upon a time, at one time—kekahi manawa
one . . . the other—kekahi . . . kekahi
one day—kekahi lā
Please.—E ʻoluʻolu ʻoe.
quarter past X—hapahā i hala ka hola X
quarter to X—hapahā hola X
Really; is that really so?—ʻOiaiʻo nō?
Same to you—me ʻoe pū
set the table—hoʻonoho i ka pākaukau
small-kid days, my childhood—kuʻu wā kamaliʻi
some X (countable nouns only)—kekahi mau X
Take care (of your body).—E mālama pono (ʻoe i kou kino).
Thanks very much.—Mahalo nui loa.
That's it; that's right; right on—ʻĀ ʻoia
That's the main thing; that's what's important—ʻo ia ka mea nui
this and that, everything—kēlā me kēia mea, kēlā mea kēia mea
today—kēia lā
too bad; what a pity—aloha ʻino
up to you, whatever you want to do—aia nō (ia) iā ʻoe
us too—ʻo mākou pū

week after next—kēia pule a‘e a ia pule aku
week before last—kēlā pule aku nei a ia pule aku
What are you doing?—E aha ana ‘oe?
What’s your name?—‘O wai kou inoa?
What’s your problem?—He aha kou pilikia?
What time is it?—Hola ‘ehia kēia?
Why?—No ke aha (mai)?
Wow, how X!—Hū ka X!
X after next—kēia X a‘e a ia X aku
X before last—kēlā X aku nei a ia X aku
X minutes before Y—X minuke ma mua o ka hola Y
X minutes past Y—X minuke i hala ka hola Y; X minuke ma hope o ka hola Y
X o’clock—hola X
yes, yes—e, e, e
You’re welcome.—‘A‘ole pilikia; no‘u ka hau‘oli.
you too—‘o ‘oe pū

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Language

Ka Lei Ha'aheo: Beginning Hawaiian is a culturally oriented Hawaiian language textbook. Its grammar lessons include the relationship between the language and the Hawaiian world view. The book's dialogs are drawn from contemporary Hawaiian family life. Extensive classroom testing was used in developing *Ka Lei Ha'aheo*. Although designed for college use, it is also a handy resource for high schools and individuals, particularly because its companion volume, *Ka Lei Ha'aheo: Teacher's Guide and Answer Key*, provides English translations and answers to the exercises. The text's lively appeal is further enhanced with line drawings.

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